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## Open to argument?

The signals issuing from "informed sources" close to the Department of Education which give rise to knowledgeable speculation in the public prints, indicate that, for once, Sir Keith Joseph has issued a discussion paper which really is just that: opening of a discussion, not the closing of an argument.

The Green Paper on *Parental Influence at School* - the one which reviewed the arrangements for school governing bodies and suggested that parents should have a majority of seats - has been the subject of widespread consultation. It was issued in May, 1984 and comments were invited by October 1, 1984. One by one the teachers' organizations, the local authority associations, the governors' organizations, the parents' organizations, and the consumers' organizations, have all sent in their reactions. Almost without exception, they have rejected the central proposition - that parents should have a majority on governing bodies.

Most of the respondents hastily took down their dust-laden copies of the Taylor Report of 1977 - which had, in its day, earned condemnation from the general secretary of the National Union of Teachers as a "busybody's charter" - and discovered in it, the fount of wisdom. The Taylor Committee, with its balanced membership and traditional format, had reached an orderly compromise on the membership question. It identified four groups of legitimate governors - i.e. members, teachers, parents, and local community representatives. Solomon-like, it gave each group a quarter share of the governing

body, thereby breaking the political control of the I.E.A., and giving a bone to each of the main pressure groups.

When it appeared, the Taylor formula evoked little excitement and less enthusiasm. It has taken Sir Keith Joseph's decision to re-invent parent power, to compensate for his failure to get anywhere with vouchers, to generate the present, remarkable consensus behind the Taylor suggestions. You have to hand it to Sir Keith. He has a remarkable capacity to dramatize a political issue by going over the top. It is his greatest gift and liability as a politician. When he does it, he is capable of welding together powerful support for a contrary view from a variety of disparate sources. This is what he has now done. If he wants it, he can now have broadly-based backing for a sweeping reform of governing bodies which will cut the local politicians down to size, provided he drops the idea of a symbolic majority for parents.

Important as this issue of the composition of governing bodies is, however, it is by no means the only controversial issue. There remain no less contentious questions about what their powers and duties should be. On this there is less unanimity and more room for Sir Keith to manage the consultative process to enable his view to come out on top.

Certainly, if the discussions which took place at the Council of Local Education Authorities conference in the summer are anything to go by, the I.E.A.s are highly apprehensive about the division of responsibility - for example, on the curriculum - outlined in the Green Paper. The

teachers, too, still need convincing that the governors' role can be spelled out in acceptable terms which don't encroach on territory which probably belongs to the professionals. A good deal of the discussion among the professionals - the educators and the administrators - and among the local politicians, is couched in terms which patronize parents and go some way to vindicate Sir Keith's more robust approach. There is a long way to go, however, before a Green Paper written in fairly general terms could be given legal precision.

Part of the argument, in any case, relates to the difference between power and influence. As Robert Spooner told the NAGM conference last weekend (page 10) there are those who think governors need to earn their influence by hard work and sound sense, not sit back and rely on statutory powers. The House of Commons can pass laws but cannot, by itself, make governors put in the hours needed to get on top of the job.

The powers and duties of reformed governing bodies are also important in regard to another Government discussion paper - that outlining how ministers would like to respond to the prospect of a European Court of Human Rights ban on corporal punishment in schools. Will Sir Keith prove as open to argument on this as he seems willing to be on the composition of governing bodies?

The Boyson-Joseph Green Paper on corporal punishment proposed that parents should be given a choice: every child would, at the parents' discretion, be designated beatable or unbeatable.

Schools should be expected to manage disciplinary regimes side by side, one bearing the mark of Cain, the other immune from physical chastisement. The idea - one which must come extremely close to meeting the crippling definition of unreasonableness used by the judges in the *Tameside* case - is so absurd as to suggest that no reasonable person could have put it forward.

It is hard to believe any substantial sane men and women (even in Parliament) would be found to vote it through. But if this proposal is discarded, Sir Keith will need another way in if they take over responsibility for discipline and sanctions. Some will approve of caning, will not. Parents, having the chance to express preference on choice of school, will be able to take steps to get their children to schools where disciplinary philosophy matches their own. Parent governors were in a majority, therefore, an added democratic answer to the judges.

In practice, it is not clear why the Government feels it must rush to legislate on corporal punishment at all. Why not let the law take its course, and rely on the wisdom of I.E.A.s and schools to modify practice in the light of the bourge discussions without being dragged down by court. They will take sensible steps to modify. Why waste parliamentary time and administrative energy on a matter which is bound to settle itself out if you allow some time to pass?

## COMMENT

### Masons or scapegoats?

The outbreak of Mason-phobia which has now hit local government is only the latest in a long line of alarms and excursions which have attended the affairs of the best known secret society in the business. Masons have been persecuted by the Nazis, deplored by the Communists, attacked by the Roman Catholics. They have provided mysterious sub-plots to life in pre-revolutionary Russia. Recently they shook the foundations of modern Italian politics and banking. To those on the outside (which includes this writer) they provide an excuse for idle jibes about grown men with rolled up trousers performing strange rites in Masonic temples. Second-rate comedians are known to earn an honest penny by appearing at "Masonic", whatever they are.

There is, however, likely to be something sinister about any secret fraternity. This is especially so if it has a long history and extensive international links. If, as has been alleged, the senior ranks of the Metropolitan Police include many Masons - more than might be expected on a random count - people can quite easily be made, to feel uneasy, and ask what effect membership of this secret society has had on their promotion and on their dealings with the public at large. It is therefore, no surprise that some local authorities have taken the allegations in Stephen Knight's book, *The Brotherhood*, seriously and decided to inquire into the extent to which they have been infiltrated by members of Masonic lodges. Talk about funny handshakes and networks of mutual support among Masons immediately conjures up the possibility of corruption - petty or grand - and it is no answer for Masons to point out that their rules expressly forbid this.

Their activities being secret, they cannot produce any independent corroborative evidence to support



Mr Baker and the rates

their denials, and, in any case they would deny it, would they not? All this said, however, attempts by various local authorities to force their members and staff to submit to an inquiry on whether or not they are members of the "craft" is misguided. It is also bound to fail if not backed up by quite unacceptable sanctions. Not surprisingly the Leeds NUT advised its members to have none of it. The NAHT is similarly opposed. This week AMMA has taken a different line and said that those who have nothing to hide should not object to those who have been asked to declare their secret goings-on.

The fact is that the recurrent scares about Freemasonry have much more to do with mankind's historic need for scapegoats than with a Robespierre-like passion for incorruptibility. When a troubled local authority like Brent, with besetting problems of the first magnitude, decides to go after the Freemasons, it is doing for the citizens of north west London, what the chief of police did for Casablanca when he used to say: "round up the usual suspects". A witch-hunt for Masons is no more healthy than any other kind of witch-hunt. Teachers should certainly refuse to join in. A voluntary register is only the beginning. All the nasty questions begin when its limitations become obvious and social pressures

are stepped up against those who refuse to cooperate or whose good faith is challenged.

If there is evidence of corruption, or if cases can be identified where kissing has gone by favour, this is another matter. If such cases are brought to light and implicate Masons as Masons, then they have only themselves to blame because, by their own fanciful secrecy, they have helped to generate the suspicions of the rest of society. But as with scapegoats from Leviticus to the present day, the hue and cry has less to do with the curious proclivities of the Masons than with other more work-a-day political and economic ills.

### Mr Baker and the rates

The Environment Secretary's announcement at last week's Tory Party Conference of yet another inquiry into local government finance has opened up the usual file of rumours. Fluttering out among the regular fliers is the one about central funding of education. That has to be part of the routine, given that education still takes more than half of local spending; especially if finding better ways of raising money continues to prove so defeating that the attention of the inquirer is diverted once more to looking for effective ways of controlling the spending end of the process.

There is, however, no reason to suppose that Mr Kenneth Baker, who has been put in charge of the inquiry, will be looking for such a major diversion if he can find any way of protecting the ratepayer more directly. He has after all been given what looks like a largely political challenge to win his spurs in his new job as local government minister. (Just seeing through the abolition of the metropolitan counties and seeing off Ken Livingstone will evidently not be enough). And few doubt that, again like others before him, his brief was to win up to the head of the annual conference of local government.

clamour for rate reform or abolition. It might be unwise, though, to be too cynical about the routine nature of Mr Baker's inquiries if only because he is a bright young minister, with a reputation to make which could depend on his coming up with the political answer that his leader is looking for. He may even have learned a thing or two from an earlier boob when he rashly put his name to a piece of sloppily-researched polemic calling (unsuccessfully) for the abolition of ILEA.

That said, can there be any new ideas to pluck out of territory that was so thoroughly and exhaustively analysed by the Layfield Committee in 1976? Its central recommendation for a local income tax to supplement domestic rates proved too indigestible for the then Labour Government, as it has subsequently for the Conservatives. Nevertheless, everything that has happened since has justified Layfield's contention that continued failure to choose between central and local control must, by default, lead inexorably to centralism.

But, if it is difficult to come up with different answers to Layfield, is it possible that some of the premises could have changed?

The major argument against local income tax was the calculation that it would require something like 12,000 new tax officials. Computerization of the Inland Revenue may produce a sum with very different answers, which could look even more attractive when combined with the direct accountability to the local population that the system could offer. Just what every Conservative conference is after.

Where education spending is concerned, there have been other changes since Layfield set out the alternatives - among them NAB, a form of specific grant for advanced further education, the education support grant legislation, rate-capping, and now the ACSET advice on specific funding for in-service training.

So on the one hand the local authority resistance to any form of specific funding appears to have been denied by the results of rate-capping and the ACSET advice, as well as by the DES's memo

gradual process of attrition.

The Secretary of State's aim to pace the Sheffield speech, to have declared Government policy implemented within a consensus, is an argument likely to be more about what proportion of present heads should be specific; at present, it is, but this might be the occasion for a growl somewhat. Within such a context, the NAB machinery provides a useful example of a specific grant operated within a consensus; the ACSET proposal could be just as another if it is implemented. There is every reason to suppose that if the DES and its ministers could advance down that road, they would need no grand imperial dreams.

Mr Baker's inquiry may also be partly attributed to the embarrassment caused by the chilly verdict from the Audit Commission on that whole-party DoE rate-capping exercise. Perhaps finding a way out of the impasse and penalty zone, and back into the purer mechanism of GREs, would be a more useful agenda for Mr Baker, and certainly more helpful to educational spending and standards, than any more drastic proposals.

## no comment

"Hammer drill for caretaker says the school."

"I refer to your recent submission which has been approved and is going on order. The approval is subject to a question about the need for holes in screw fixings being made being made by a hammer drill on order. The findings for screw (by implication). The findings for screw in walls may be provided other than with a hammer drill and your comments on other means would be interesting. Alternatively, the other reason why may have for recommending a hammer drill for the purpose would be useful to know."

Memo to head from London Borough of Hillingdon, with reference to the programme of spending control.

## Unions in accord on strategy for the 1985 pay negotiations

by Richard Garner

A deal on the salary structure talks between the two TUC-affiliated unions has allowed teachers' leaders to reach broad agreement on the way the profession's salary claim is to be pursued in next year's salary negotiations.

Talks between the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers were followed by the NUT accepting a renewal of the salary structure talks. A meeting with the local authorities has been arranged for November 15.

In exchange, the NAS/UWT agreed to drop one key element of the structural reforms in its recommended pay claim for next year - the introduction of an entry grade for newly-qualified teachers. It also agreed not to oppose the NUT's call for a rise of at least £1,200 for every teacher next year. The deal reflects the growing recognition among even the most ardent optimists for a deal on salary restructuring that no agreement will be reached before next year's pay increase is due on April 1, 1985. The best hope they are for agreement by next September.

However, it has failed to mollify the National Association of Head Teachers, the country's largest head-teachers' organization, whose leaders will be meeting today to decide what line they will take in next year's negotiations.

Mr David Hart, its general secretary, has said that one possibility is that the association will put its own case separately to the management for the first time ever.

The deal left the teachers' panel of the Burmah committee, which negotiates teachers' pay, agreeing to seek a unified salary structure for all teachers. It stressed "the central importance of the teacher in the classroom" and said that pay scales would have to be substantially higher than at present. The new scale would run from £7,250 to a maximum of £15,250. Extra allowances for special duties would push the figure up to £17,650, and the highest paid headteacher would receive £25,000 a year.

Previously, the teachers' side - led by the NUT - had agreed in principle with the management during the structure talks that there would be an entry grade followed by an element of assessment before teachers moved on to a main professional grade. The only

haggling seemed to be over the length of the entry grade.

However, the salary policy spelt out to the NUT's special pay conference came out against the entry grade - and now the NAS/UWT has also agreed to omit mention of it from the salary policy next year.

The tentative agreement on an entry grade had been hailed by management representatives - who saw it as the only sign that the NUT was prepared to accept any kind of assessment of teachers.

For their part, the management representatives and Sir Keith Joseph, Education Secretary, see agreement on assessment as essential before any cash can be earmarked for a deal on restructuring.

The teachers' panel went on to call for responsibility allowances to be based on the curriculum and organizational needs of the school - which would be awarded on top of the new unified salary structure. It added that the new salary scale should be based on the levels set by the Houghton committee of inquiry into teachers' pay in 1974 - which would mean a rise of about 34 per cent for the profession.

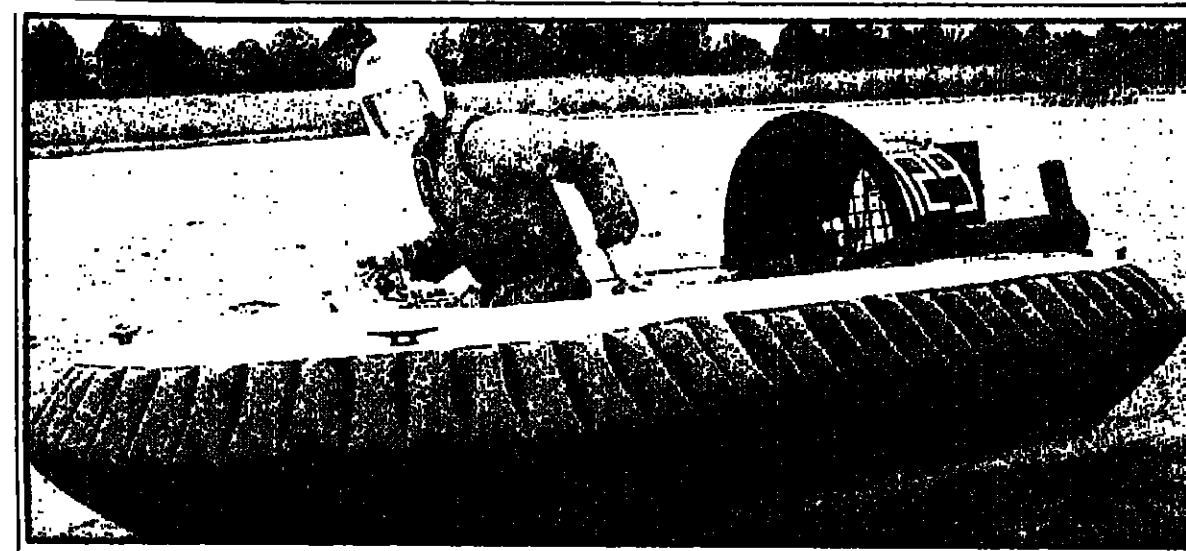
However, it acknowledged this was unlikely to be achieved in one year's negotiations - and called for all teachers to receive at least £1,200 a year extra next year as a step towards that.

The teachers' panel agreed to submit the claim as soon as possible with a view to starting negotiations on it in November.

Both the NAHT and the Secondary Heads Association opposed the plan to go for a unified scale - on the grounds that they believed there should be separate pay scales for heads and deputies.

In addition, Mr Hart said that he saw the claim for a rise of at least £1,200 for every teacher next year as introducing a flat-rate element into the claim.

Mr Fred Jarvis, NUT general secretary, said that his deputy Mr Doug McAvoy had written to the management acquiescing to their request for a meeting of the salary structure working party.



Holiday home work... Richard Beech, 16, test runs the 10ft x 6ft hovercraft that he and his schoolfriend, Ian Garwood, both from New Milton, Hants, started building at school and finished off at Richard's home during the holidays. The craft will be used for pleasure and competitions.

## Governors plan faces the axe

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, seems likely to abandon his plan to give parents a majority of seats on all school governing bodies.

He is said to have been struck by the almost unanimous opposition to the plan expressed by teachers' unions, parent groups and the local authority associations. One of the arguments that has weighed most heavily with him is that exchanging a political majority for a majority of parents could, in some areas, still lead to domination by a politically-motivated clique.

An in-built majority for parents was the centrepiece of the Education Secretary's Green Paper, *Parental Influence at School*, which sought ways of making parents the driving force behind Sir Keith's campaign to raise standards.

Both Mr Philip Merridale, chairman of the education committee of the Conservative-controlled Association of County Councils, and Mrs Nicole Harrison, who chairs the education committee of the Labour-controlled Association of Metropolitan Authorities, made it clear that they would far prefer governing bodies along Taylor lines to the Education Secretary's proposal of a parental majority.

Both associations have changed their views dramatically on this point since 1977, when they roundly condemned the loss of the local authority majority on governing bodies.

Mr Gordon Cunningham, education officer of the ACC, told *The TES*: "Many changes have taken place since Taylor. Local education authorities have tried and accepted things at which they might previously have thrown up their hands in horror. They have found that governing bodies like Taylor can work and work well."

have already done so.) Sir Keith might decide to go beyond that and opt for a solution along the lines suggested by the 1977 Taylor Report, which proposed four equal shares of parent, teacher, local authority and community representatives.

That sort of solution was supported in many submissions on the Green Paper, although many were opposed to the straitjacket of precise formulas and the Government, too, is likely to shy away from over-detailed prescription.

Leaders of the local authority associations were questioned closely on their attitude to the Taylor Report when they met the Education Secretary and a phalanx of officials at the DES on Monday.

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## YTS impact on jobless sparks figures row

by Mark Jackson

A bitter controversy about the Youth Training Scheme's impact on unemployment has been set off by the publication this week of a survey of ex-trainees which suggests that well over half of those who have left the scheme since April have found jobs.

The survey, based on a sample of 3,500 who left the scheme between April and July in nine areas of Great Britain, showed that 56 per cent of them were in jobs and another 13 per cent were either already in full time education or training or planning to enter them.

The figures were immediately hailed by Mr Tom King, Employment Secretary as "excellent first results" showing that the scheme has got off to a highly encouraging start.

But Youthaid, the youth employment pressure group, called Mr King's interpretation of the figures seriously misleading and "a political fiddle". The survey was the latest in a series which showed a consistent pattern since the start of the scheme. 56 per cent of leavers had gone into work; 36 per cent on to the dole; four per cent into education, and another four per cent are doing "something else".

A comparison of the survey figures with the overall employment picture for 16-17 year olds suggests that the YTS may be doing a little, but not much, to improve employment prospects.

Around 62 per cent of all the age group outside education are in jobs; the proportion of the YTS leavers who have found employment, excluding those who have gone into education or training, is around 63 per cent.

## Wider AS level courses likely

by Susannah Kirkman

Vociferous opposition to AS levels looks like forcing the Government to modify its cherished plan to broaden the sixth-form curriculum.

Instead of insisting on a truncated version of the present A level syllabus, the DES may encourage exam boards and schools to develop broader courses for AS level. New syllabuses might include subjects such as "science in society".

To allow more time for devising different courses, the original publication deadline of May 1986 for the first syllabuses may be extended by at least a year.

Sir Keith Joseph, the Education Secretary, may also have to give way over university admission requirements. The current AS level plans proposed by universities, suggest that applicants offering AS level as well as A levels.

But some university admissions "panels" are reluctant to discriminate against schools with "smaller" sixth-forms who will find it difficult to cope

with the staffing demands of the new exam.

Mr John Garner, chairman of the Leeds University committee on university entrance, said that admissions tutors supported a wider curriculum, but they did not wish to penalise pupils who were unable to take AS levels.

Any tutors in veterinary science and medicine might still insist on three or four A levels.

If universities do not insist on AS levels, it seems likely that public schools and sixth-form colleges will be the only ones to use the exams.

Teachers' unions and exam boards have roundly condemned AS levels in their proposed form. They would like to see less specialization in the sixth-form, but say that current A level courses cut in half are not the answer.

"We find it hard to envisage the new 'Renaissance' man being shaped by replacing one A level with two half AS levels," declared the National Association of Headteachers in its response to AS level this week.



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All things to all men - Patrick Scott on HMI's latest attempt to have their cake and eat it

# Beyond Bullock and bogeys



with observations that draw on this tradition, and there is considerable value in having it restated by such an authoritative source as the Inspectorate.

The... development of... competence in English takes the form of an increase in the range of variety and purpose for which pupils can understand and use language; correspondingly, an increase in the range and variety of appropriate forms, techniques and styles of language that they can respond to and use.

These principles apply to all four modes of language - speaking, listening, reading and writing. Those four modes constantly interrelate.

can take some encouragement from the fact that there now seems to be an unassailable core of understanding about language that informs most of the Inspectorate's observations about English teaching.

Unfortunately, that's not the whole story. English teachers might reasonably feel that they are entitled to something that recognizes the dramatic changes that have taken place in education and society since 1975, when the Bullock Report was published.

It would have been interesting to hear what the Inspectorate had to say about the role of language in pre-vocational education, about the influence of the new technology, about the impact of the dawning awareness that we live in a multicultural society. It would have been useful to discover something about where "Language Across the Curriculum" is, 10 years on. But no, scarcely a mention of any of those issues, even though some of them are of immediate practical concern and, for many teachers, have to be confronted every Monday morning.

Where the document does take us beyond Bullock, it does so in unlooked for ways. Two issues emerge. One, inevitably, is concerned with the value of "learning about language". The other, less explicit but not less important, derives from the structure and style of the document itself, and is about the value of listing objectives for English teaching.

The debate about grammar, punctuation and spelling, of course, is hardly new. What *English from 5 to 16* does is to freshen it up for another round of controversy. It's with a feeling of dread that one juxtaposes sentences like these:

Patrick Scott is the vice-chair of the National Association for the Teaching of English. However, the views expressed here are his own and do not necessarily reflect those of the association. Details about membership of NATE can be got from the NATE Office, 49 Broomgrove Road, Sheffield S10 2NA.

and If some attention is given to examination and discussion, language pupils speak, or listen to for real purposes, awareness of its possibilities can be shaped.

Even a reader sympathetic to the finer nuances of the qualifications, modifications that help a teacher, is likely to be puzzled. Somebody better read on the previous page that the old should "know the functions of all the main parts of speech (nouns, pronouns, adjectives, adverbs, prepositions, conjunctions)" is likely to throw up both hands in despair. This kind of thing does not help us through the business of teaching people how to use language more successfully.

That, surely, is the yardstick that have to use in making judgments about *English from 5 to 16*. "Does it help about the lists of objectives with which we are presented for 7, 11 and 16-year-olds. It is difficult to dismiss them as who is telling you that 16-year-olds should be "sensitive to the limitations of others and able to accommodate to (sic) them?" course they should. The difficulty, always, is that it's not that easy. In document doesn't help its own way about the problems of objectives in English teaching.

Any use of language, and even more so the complex interplay of many variables.

It's not good enough to invade the Bullock Report by arguing that, despite this, objectives are necessary because forms of language cannot be left to look after themselves. The point is that, since 1975, a great deal of work has been done on how teachers intervene to improve the quality of language without having to read by their lists of objectives. It is not necessary to write about the objectives of English teaching in the way that the document does.

The day after *English from 5 to 16* was published, the chair of the National Association for the Teaching of English received a message that the BBC had phoned for a comment. He did not manage to ring back until the following day. It was too late; the story had gone cold. The future, it seems, is already over; the professional analysis needs to begin.

As educational policy-making comes increasingly centralized, the role of the national subject associations becomes increasingly important. This is not a time for teachers to stand on the sidelines, and the National Association for the Teaching of English will be formulating its views in detail over the coming months. It needs all the support it can get.

Probe finds rift between Bradford school and its community. Bert Lodge reports.

## Asian parents 'have no confidence in head'

A Bradford middle school may cease to function effectively unless the head can regain the confidence of Asian parents, says a team of local authority advisers.

The 10-strong team found some parents considered the head had treated them dismissively, publicly insulted their religion and culture and should not be responsible for educating their children.

The team was sent into the school in June after the head wrote an article criticizing the city's multi-ethnic policies and the attitudes of some Asian parents. After 10 days' investigation the team published a document which found evidence of "considerable and growing disquiet among parents and the wider community."

On purely educational aspects the document is indistinguishable from the majority of HMI reports on schools. Staff are said to "work hard and are very conscientious" and praise of one area of the school's life alternates with constructive criticism of another.

But after the wide publicity which followed the article in a right-wing quarterly, *The Salisbury Review*, by Mr Ray Honeyford, head of Drummond Middle School where almost 90 per cent of the 550 pupils are Asian,

public interest is naturally focussed on that section of the report entitled: "Issues relevant to education in a multi-ethnic school." It is here criticism is most explicit.

The advisers conclude: "The situation as it has emerged must raise serious questions as to whether it will be possible for the school to function effectively unless the headteacher is able to regain the trust and confidence of a significant proportion of parents."

In his article Mr Honeyford questioned Bradford's policy of trying to introduce Islamic culture to the city's schools. He also criticized Asian parents taking their children to Pakistan on family visits lasting several weeks and maintained that where English was the second language for the majority of a class, academic standards would suffer.

Calls for his dismissal followed from several Labour councillors, Bradford branch of the National Union of Teachers and the Community Relations Council.

In another article in the *Yorkshire Post* Mr Honeyford criticized Bradford education authority for deciding to inspect his school. The real issue was his beliefs, not whether he was a competent head, he maintained.

He was then admonished for bringing council officers into dispute and ordered to submit any further articles for inspection by the authority.

The advisers' report points out that it is not normal for an inspection team to consult parents but it was thought appropriate on this occasion.

Apart from their other complaints the Asian parents felt a head of such views could not interpret the authority's multi-ethnic policies.

This contrasts with the position in April about a month after the row had broken out. Mr Honeyford pointed out his school was oversubscribed for the third year running with 150 names for 119 places.

The report recommends that Asian parents should be made more welcome and this could be done by a more attractive information leaflet. Relations are not improved by the terseness of some letters to parents, it adds.

The advisers also note, without appearing to agree, that the head believes these absences are illegal. He claims they amount to a contravention of section 39 of the 1944 Act about the duties of parents to ensure regular attendance. He also complains that Bradford authority never brought a test case to establish this.

Mr Honeyford also claims that where a school contains a disproportionate number of children for whom English is a second language academic standards will suffer.

The advisers conclude that "with the lack of a sizeable number of native English speakers the children... may lack the opportunities to hear and use idiomatic and colloquial English."

But the report adds, "from what was seen in the school it was not evident that white children as a group were under-achieving... evidence from other local multi-ethnic schools would appear to support this impression."

The advisers point out that participation in out of school activities suffers because of the Islamic religious classes many pupils attend after school. They also say the school encounters difficulty in getting parental support for educational visits and holidays.

It suggests an activities time be offered during the week in which pupils could develop their interest and talents.

The after-school obligations of the Asian children also affect relations with their white schoolmates, the advisers say. "White parents commented to the team on the firm inter-ethnic friendships established whilst in school but were concerned that these tended to end at the school gate."

Mr Richard Knight, director of education, said this week that he was pleased at the recognition given to the substantial degree of commitment and the excellent initiatives taken by the staff.

"The most important issue raised though is the need for fundamental and urgent attention to relationships between the school and the community - particularly parents."

A meeting of the school governors considered the report on Tuesday but no decision was reached after seven governors walked out in protest at the presence of Mr Honeyford. Bradford schools sub-committee will consider the report on Monday night.

## Sir Keith bemoans need for scheme

by Virginia Makins

"Oh dear me, isn't this what all teaching should be based on," asked Sir Keith Joseph, Education Secretary, after touring an exhibition of 17 projects recognised by the Education for Capability scheme this year.

The scheme promotes projects in any institution educating or training people of any age that promote co-operative and active learning, and competence and creativity. (See last week's TES).

Sir Keith did a lot of listening as he met the teachers and students involved in the projects. He then told a large and distinguished audience that it was "frankly that we should have to make a very special effort to do what we all think should be done - encourage learning for life, work, maturity and adulthood."

But members of the audience rapidly pointed out some of the obstacles to such learning - the demands of higher

education, early specialisation, the emphasis in schools and examinations on achievement and 'employability' continuing reliance on purely academic criteria when recruiting for jobs.

The projects which won recognition this year were: the integrated humanities and design course at Bosworth College, Leicestershire; the Day Five programme at Brook School, Sheffield; the Certificate Scheme at Burford School, Oxfordshire; Preparation for Life of ESN(M) pupils at Coppenhall County High School, Crewe; the Pre-Employment Projects at Knowsley, Merseyside; the problem-solving programme in Oldham primary schools; the Lifeskills programme of the South Eastern Education and Library Board, Belfast; the Transition to Work course for handicapped school leavers at Burton on Trent Technical College; a course in the

forming and decoration of glass at Dudley College of Technology; a certificate course in working with mentally handicapped people at the West Sussex Institute of H.E. Bognor Regis; a course in pre-vocational education at Homerton College, Cambridge; a design course at the Open University; the Graduate Enterprise programme at the University of Stirling; a BSc course in engineering design at Warwick University; the local studies programme at Newcastle Architecture Workshop; the Skinningrove Training Workshop in Middlesbrough; and the community work training programme at Self Start, Swindon.

The closing date for next year's Education for Capability awards is December 31, 1984. Details from Mrs Janet Jones, Education for Capability, Royal Society of Arts, 6 John Adam St, London WC2N 6EZ. Tel: 01-930 5115.



ILEA leader Mrs Frances Morrell samples the meals at Quinton Kynaston School, north London.

## ILEA aim to make food fun... and healthy

Less fat, less sugar and more fibre will be the instructions to caterers as the Inner London Education Authority introduces guidelines laid down by the National Advisory Committee on Nutrition Education.

This will be supported from January by teacher participation and a computer package called "Nu-pack" - covering fat, fibre and energy - to help in teaching.

In-service courses will be held throughout ILEA in 1985 to assist the introduction of the guidelines.

The campaign follows a two-year study by a University of Surrey team into the ILEA meals service. While confirming that meals shared the danger of the general diet - too much fat and sugar and not enough fibre - the survey demolished fears that ILEA's new school food outlets.

Results showed that the cafeteria meals were just as nutritious as those prepared by home traditional caterers, and a great deal more popular. Reban-

dary pupils using the cafeterias have increased from 43 to 55 per cent since their introduction. ILEA also wants schools to improve eating places. "As well as providing better meals, we've also got to provide pleasant, relaxed surroundings to eat them in - it's what adults ask for, so why shouldn't school children be entitled to it?"

"The sort of informed choice properly-educated pupils will make is good for everybody. We want food to be fun, not an unthinking duty," said Jennifer Liberland, ILEA authorized member for school meals.

The authority stresses that this is a long term programme. "Abolish chips overnight and you'd cause a revolution. You can't go too fast or you'll leave the children behind. Our aim is to improve nutrition education so that in the long-term pupils make better choices of their own accord which are reflected in better health," said Barrie Stead, chairman of ILEA schools sub-committee.

## NEWS

### Rates-cap outlook

by Mike Durham

Rate-capping in Haringey will mean hefty education cuts, including closure of all nursery classes; a run-down in the youth service, and the loss of 450 teaching jobs, councillors were told last week.

According to a report to the education committee by the chief education officer, Mr Tony Lenney, the authority will have to make savings of 29.2m, a reduction of 13.5 per cent on this year's budget, if rate-capping goes ahead.

The borough - one of four in the facing rate-capping - has already stated it will not comply with Government legislation by making the cuts. The report was said to be an illustration of the scale of the cuts implied. The report envisages the likelihood of closing two nursery centres, two

nursery schools and 58 nursery classes, cutting out preschool education for 4,000 children to make a saving of £1.3m.

The primary pupil/teacher ratio might worsen from 19.15 to 22.16 and day schools, maintenance and decoration would suffer.

Discretionary awards would cease, adult education would be severely restricted, almost all major youth units would be closed, and the school meals programme would be slashed, the report says.

The report estimates that between 700 and 925 jobs in the education service would not be filled. Of those, about half would be teachers or college lecturers.

### Allowance talks deadlock over £12 a year

by Richard Garner

Negotiations on a pay deal for more than 100,000 teachers are at an impasse, with only £12 a year separating the two sides.

Teachers' leaders have told local education authorities they are prepared to accept an increase of 5.1 per cent in the cost-of-living allowance - from £645 a year to £678. All the allowances would be backdated to April 1.

Teachers' leaders, who were asking for increases in line with average earnings (7.75 per cent) or the retail price index (5.2 per cent), indicated they were prepared to settle for the 5.1 per cent offer - provided it was offered as all three in receipt of the allowances. A 5.1 per cent increase in the living allowance would be £12 a year, the total of about 40p in the longer-

London Education Authority and Barking and Dagenham, Brent, Ealing, Haringey, Merton and Westminster would go up from £987 to £1,037 a year.

Teachers in the other outer London boroughs would receive a £33 increase - bringing their allowance up from £645 a year to £678. All the allowances would be backdated to April 1.

Teachers' leaders, who were asking for increases in line with average earnings (7.75 per cent) or the retail price index (5.2 per cent), indicated they were prepared to settle for the 5.1 per cent offer - provided it was offered as all three in receipt of the allowances. A 5.1 per cent increase in the living allowance would be £12 a year, the total of about 40p in the longer-

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Reluctant examiners drop regional commitment for 16-plus syllabuses

# CSE boards yield to freedom of choice

by Susannah Kirkman

The CSE boards have scrapped their commitment to regionalism, leaving schools free to enter pupils for joint GCE/CSE exams from any board instead of being restricted to their local examining group.

After heated debate at its annual conference in London last week, the Standing Conference of Regional Examiners. Boards agreed to allow schools to choose from the many joint 16-plus syllabuses already on offer from different groups of GCE and CSE boards, before GCSE is actually introduced in 1986.

Under pressure from several GCE boards which had threatened to go ahead with joint certification without government consent, Sir Keith Joseph, the Education Secretary, has reluctantly agreed to allow freedom of choice. In case the CSE boards failed to reach agreement last week, Sir Keith had advised the Secondary Examinations Council to allow a dispensation from the regional rule for joint schemes which fulfilled the new 16-plus criteria.

But the Education Secretary and the SEC are worried that exam boards and

schools will now devote their energies to courses which may not fit the GCSE criteria to be announced by the SEC next year.

Sir Keith's reservations are shared by some of the CSE boards. Mr Henry Mackintosh, of the Southern Board, said it was likely that most of the current joint schemes would need modifying to satisfy the GCSE criteria; schemes adopted in the run-up to new 16-plus might be used for only a very short period. "If we delude ourselves that we have a substantial number of syllabuses which meet the criteria, we're in for a shock", he said. "A free-for-all is in no one's best interests."

According to Mr Keith Anderson, of the South Western Board, who is chief education officer for Gloucestershire, headteachers do not understand the implications of using schemes which may not fit SEC criteria. Teachers would also be losing the benefits of regionalism; the chance to share in the preparation of exam syllabuses and influence the curriculum, as well as closer links between boards and schools.

Mr Brian Day, of the Southern Board, who is deputy chief education officer for Oxfordshire, said it was irresponsible to waste resources and teachers' time on joint schemes which could last for only a year when teachers had to cope with a full range of new exams and curricular initiative.

But other boards thought it was unlikely that schools would take up new exams just for a year. Mr Gordon Hainsworth, chairman of the Associated Lancashire Schools' Board and chief education officer for Manchester, condemned the attitude of the Southern Board as paternalistic. "Schools, i.e. a.s. and boards should be confident enough to make their own minds up", he said.

Many are also keen free marketeers. "We serve the marketplace. If our wares don't stand up to inspection, we should let schools go elsewhere", declared Mr Mel Jones, examinations secretary of the Welsh Joint Education Committee. Mr Jones has received several requests from English schools to enter the Welsh joint 16-plus maths exam.

Other boards feel that GCSE may continue to be developed regionally. In the north, 70 per cent of 16-plus candidates are already taking joint exams run by the National Education Association, the Joint Matriculation Board and four northern CSE boards. It seems unlikely that many northern schools will switch allegiance at this stage.

In any case, the CSE boards had to give in over freedom of choice, according to Dr Peter Andrews, from the East Midlands Board, since the SEC could have granted a dispensation for joint courses which fulfilled the 16-plus criteria. Refusal to give way could have led to "the creation of power and precedents for the SEC", he said.

The GCE boards are delighted with the decision; they can now be sure of continuing to serve schools all over the country instead of being restricted to their own regions.

But some GSE boards fear they may be left out in the cold. Several, like South Western, have not yet begun to develop joint courses.

● Concern is growing among FE col-

leges that the 16-plus will not meet needs of their students.

FE lecturers attending a JMB conference in Leeds last week said that would be impossible for mature students attending evening classes to satisfy the practical components of 16-plus. Continuous assessment of practical and oral skills was an important part of the new exam, yet many students were at college for only one and a half hours a week.

Candidates taking the exam in one year will also have problems as many of the new 16-plus courses are designed to be done over two years.

Representatives from the GCE and CSE boards' Joint Council for National Criteria admitted that the skills orientated approach of 16-plus was not compatible with the cramming needed to pass O level in a year. The Joint Council had accepted conflicting obligations from Sir Keith: on the one hand they were supposed to provide external examinations for external candidates, on the other they had to introduce internal assessment right across the curriculum.

## Role of religion in schools due for review, say heads

by Richard Garner

A failure to review the arrangements for religious education in schools by the Government would imply "a misunderstanding of the nature of worship", the National Association of Head Teachers said this week.

In its response to the Government's Green Paper, *Parental Influence at School*, the NAHT has told Sir Keith Joseph, the Education Secretary: "We are most concerned that the Government does not propose to disturb the arrangements for religious education and worship in maintained schools, as governed by the Statutory Provisions in the Education Act 1944."

At its annual conference earlier this year, the NAHT called for changes to the Act to:

● remove the necessity for schools to have an act of worship every morning and replace it with a requirement that

all pupils should meet together once a week;

● delete references in the Act to religious instruction and refer instead to religious education.

The NAHT response this week says: "The working party attempted no drastic revolutionary measures but sought rather to put together sensible proposals which would permit considerable flexibility of action to our schools and recognize the many changes in the make-up and laws of society that have occurred in the last 40 years."

It adds: "Implicit in our recommendations is a positive recognition that assemblies and acts of worship are different activities. The idea of compulsory worship involves a misunderstanding of the nature of worship."

The response agrees with the Green

Paper's statement that power is shifted from governing bodies to local education authorities, adding: "Decisions taken by local education authorities to introduce a power to override the duties and responsibilities given not only to governing bodies but also to heads are often based upon a desire to wield naked political power at the expense of proper management of our schools."

It reaffirms: "We hold strongly to the view that it is for the head, in consultation with his/her staff, to determine the main policies and lines of development for a school, as is present practice, and be under an obligation to submit these policies to the governing body for approval."

The NAHT response rejects the idea that there should be a majority of parents on governing bodies.

## 'Law hinders multicultural efforts'

Many teachers find the law on religious education in conflict with their school's attempts to provide multicultural education, says a discussion paper produced by the National Union of Teachers this week.

The paper, produced by the union after requests by its members for advice on attempts by the Muslim community to set up its own, separate schools, says that Church and education representatives should begin discussing possible amendments to the

1944 Education Acts section on religious education.

The document says: "There are many teachers who find the 1944 Education Act's provision for each school day to begin with an act of worship (presumably Christian) and compulsory religious education, inimical to the spirit of multicultural education."

It adds: "They argue that the responsibility for religious instruction in particular faiths lies with the churches and

the parents, and that this should take place outside school.

The discussion paper says the union would not wish to encourage the setting up of separate Muslim schools because it would separate young Muslims from their contemporaries.

"Further", it adds, "most of the students at present in schools or colleges are in the future, will probably stay in Britain to live and work, so it will be necessary for them to achieve some accommodation with the society around them and its different values."

## Place for police studies

by Adriana Caudrey

The school curriculum should include police studies, which would help to reduce the "dangerous mistrust" which many youngsters feel for the police, according to Mr Michael Marland, head of North Westminster Community School in London.

He was addressing police officials, education chiefs and teachers as part of a drive by the Howard League for Penal Reform to bring together teachers and police in an effort to create mutual understanding. The reform group believes that relations between the force and the community are fostered in schools and therefore that pupils and police should meet regularly.

After the meeting last week, Mr Marland told *The TES* that schools faced a difficult dilemma over when to call in the police. He said they were torn between their responsibility to protect their pupils, and their duty to respect the law.

Mr Marland believes it is vital that schoolchildren receive "police-user" education. He argued that as the police force provided a service, youngsters should learn how to use it.

Mr Marland's proposals were supported by Mr David Jenkins, director of the Howard League. He said police officers should visit schools informally, so that they and the children could



# Freemasons: Mafia or scapegoats?



Adriana Caudrey reports on the background to the latest moves to make teachers and education officers disclose any affiliation to the secret movement

judgment on appointments: "I have been on many selection panels where I could have asked loaded questions to find out whether someone was a Freemason, but I never did. If I found that a candidate was a Freemason it wouldn't make any difference."

He claims that, contrary to popular imagination Masons do not recognize one another by elaborate code signals. He believes that his fraternity have traditionally been made scapegoats because they are a minority.

In Nazi Germany they were persecuted because of their socialist beliefs, and because a significant number of Masons were also Jewish. In Communist countries they are unpopular because a condition of membership is belief in God. The Catholic Church does not allow its adherents to join the Masons, because they are thought to be theologically unsound.

Freemasons believe in one God, the Great Architect of the Universe, and are said to hold quasi-religious services

before the business part of their meetings. Although many Masons tend to be WASPS - white anglo-saxon protestants - some are Jews. Traditionally it is thought that more Tories are Freemasons, but many right-wing Labour party members are also in the organization.

The movement developed from the stone masons, and was strong in the great era of cathedral building. In the eighteenth century the "armchair mason" evolved. The tools of the trade were converted to symbols for an ethical and intellectual code. These include the well-known set square and compasses, which feature on the Masonic regalia.

Peter Smith, who emphasizes that he is putting his own views, not those of AMMA, says: "I think the Masonic movement must acknowledge that rightly or wrongly there has been a great deal of concern over the years about the influence that body is claimed to exert. If there is nothing in these claims, I can't see why they are not anxious to dispel the allegations."

Meanwhile, David Curtis, head

master of the Rickmansworth Masonic School for girls, has spoken out on his own membership of the Freemasons. Mr Curtis, who has been head of a number of independent and grammar schools, joined the movement after he took over the headship of the Masonic school.

"There was no pressure on me to join the Freemasons. There was no suggestion that it would be fitting because of my position," he said. "I joined the Freemasons for the same reasons I joined my golf club. I enjoyed the activities I would participate in, and friends of mine whose qualities I admired belonged to the movement."

David Curtis maintains that Masonic influence is not significant in the school: "There is no teaching in the craft at this school. Nothing in the curriculum could be even obliquely described as having any Masonic influence."

The school, which celebrates its golden jubilee this year, is expecting a visit from the Duke of Kent, who as the country's top Mason, will mark the occasion.

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## Biddy Passmore reports on the education issues discussed at the Tory Party conference overshadowed by Friday's bombing

# Jenkin promises inquiries

Two inquiries into local government – one on funding, the other on powers – were promised by Mr Patrick Jenkin, the Environment Secretary, at the end of the debate on rates.

But the promise of a review of local government finance bore all the signs of a last-minute device to defuse a hostile conference motion and sources inside and outside Whitehall doubted this week if it would result in anything new. The last review of this subject took two years and its main conclusion, set out in a White Paper before the last election, was that rates were far from perfect but better than anything else.

Still, the pledge that ministers would take another look at the problem served its purpose. It enabled Mr Jenkin to sound positive and ensured the defeat of an awkward motion urging the Government to get rid of domestic rates and replace them with local taxation. That, Mr Jenkin told his audience, was a narrow, well-worn road which they knew led nowhere.

The environment ministers taking charge of the review would be Mr Kenneth Baker, the new minister of state for local government (who won a standing ovation later the same day for a robust and witty defence of the abolition of the GLC and metropolitan counties) and Mr William Waldegrave, his junior minister.

They would look at the way the rate support grant was distributed and at the balance between local finance and exchequer funding of council spending, as well as ways of strengthening the accountability of local authorities to the electorate and how, in any new system, local revenues might best be raised from businesses as well as households.

This was "a broad and demanding remit", Mr Jenkin declared, but nothing less would do. One possibility that ministers and officials will consider is that of assuming central financial control of one or more services, with education as the biggest spender, at the top of the list. But that has been considered and rejected several times before.

Although the promised review won the grudging support of the conference, Mr Graham Down, of Bridgend, said the way the money was spent was more important than the way it was raised.

The use of ratepayers' money for political ends was not confined to those councils that were going to be abolished, he said, citing as an example the provision of meals for the children of striking miners.

## Sir Keith resists ban on peace studies

Sir Keith Joseph, the Education Secretary, stood his ground and refused to promise a ban on peace studies in schools, despite many pleas for action during the education debate.

Parents worried about biased teaching must complain, he insisted. "I am sorry," he told his audience, "the framework is there. The Government can only make sure that bias does not creep in if the public complain. Whatever laws one changes, they would still operate by knowledge of where bias occurred in the classroom."

If parents feared repercussions on their own child, they should join with a few other parents and make a group complaint, he continued – to teachers, headteacher, governing body, local education authority or, if they were still not satisfied, to the Education Secretary.

But, in a remark which may reflect scepticism about the evidence so far produced for him, he added that there must be enough detail for ministers to take the complaint seriously.

Sir Keith was careful to talk only about "alleged" bias, although he described peace studies as "a misleading label if ever there was one" and stressed that the job of teachers was to teach, not to indoctrinate.

The Education Secretary, who was speaking from notes hastily scribbled over breakfast (his original notes had been lost in the bomb blast earlier that morning) won a standing ovation from his audience despite failing to give them the pledge they wanted.

This was partly, no doubt, because the tide of Tory loyalty was running high last Friday morning. But Sir Keith is, in any case, a popular figure at the Tory Party Conference. The representatives feel that his heart is in the right place even though he may not always say quite what they want to hear.

The content of his speech was unremarkable, but it was delivered with surprising vigour for one who had been visibly shaken seven hours earlier on the Brighton seafloor.

He ranged over familiar ground, covering Government plans to reform teacher training, the curriculum and exams and stressing throughout that his concern was just as much for the average and the less able children as for the bright.

Pledges to ensure that teacher trainers were themselves successful classroom performers and to encourage more careful selection of heads – "the nearest thing we have to a magic wand in education" – won predictable applause.

Only when he launched into the delights of grade-related criteria (or "criteria-related grades", as he called them) did his audience's eyes begin to glaze.

The Education Secretary gave a hint



Sir Keith has a cup of tea in a nearby hotel following the bombing at the Grand but was later in determined mood during the education debate at the conference

that the Government might modify its much-criticized plan to give parents an in-built majority on school governing bodies.

"We have just come to the end of the consultation period, we have your comments and we are going to take them very seriously indeed," he assured his audience. "We shall announce our decision on how far we will go before too long."

He also expressed his pleasure that the conference was "not just after money as the only way to raise standards" – and his impatience for teachers and employers to reach agreement on an assessment system that would provide a really worthwhile career structure for the good classroom teacher.

Opening the debate, Mr Frederick Allgood of Fareham, Hampshire, had said the Conservatives alone had the vision to match the educational needs

of today. The SDP talked only of more money, the Liberals only of university education, and Labour only of school meals, he said.

"What our schools need is not more potato chips but more silicon chips," he declared to polite applause.

He moved a motion approving the Education Secretary's initiative to raise standards and asking that more should be done to ensure that young people were equipped with skills and knowledge relevant to modern Britain.

But, although the motion was passed almost unanimously, Dr Julian Lewis of Swansea West spoke for many when he said it was the wrong motion. It should have dealt with "the intellectual terrorization of children in our schools – the intellectual equivalent of what had happened in the Grand Hotel" – he argued, pointing out that political indoctrination and

peace studies had been the subject of a quarter of all education motions submitted to the conference.

So far, he complained, this was something the Government showed signs of dealing with. Ministers issued guidelines and exhortations written by those without any idea of what happened in areas where the appointment of school governors had become a highly political matter.

"We can't win at grassroots level this has to be done from the top down," he argued. And he dismissed assertions by Her Majesty's Inspector that there was no problem saying "A teacher is no more likely to consider indoctrination in front of an HMI than a burglar is to break in when a policeman is standing by."

The inspectors also came in for scathing comments from Mr Les Lawrence, chairman of the party's National Advisory Committee on Education. Mr Lawrence, who is carrying out a survey among Tory education chairmen, on the value of HMI reports, poured scorn on the inspectors' remarks that grammar, punctuation and spelling were vital to the teaching of English.

"Amazing," he said, "they've finally found out what it's all about!" Mr John Godfrey, of Inverness, Nairn and Lochaber, said Conservatives must not be vigilant just about peace studies; the trendy Left was beginning to get to work on traditional subjects like history.

Lady Olga Maitland, chairman of Women and Families for Defence (described by Sir Keith as "the formidable woman") gave a beautiful speech deploring the campaign being waged by teachers to "destroy a whole generation's moral fibre to resist aggression."

But the most vigorous contribution was made by Dr David Muffett, chairman of Hereford and Worcester education committee. The motion about standards and relevance addressed itself only to the system and not to the teachers – he said. He urged the setting up of a general teaching council similar to the General Medical Council "to expose the distinction between true education and ideological charlatanism."

"If the sordid examples of industrial action last term established anything, they proved that teacher unions with one or two exceptions are no longer fit to be the guardian of teaching ethics," he declared.

The Education Secretary was cautious about the idea. He always took Dr Muffett's comments seriously, he said, but he ventured to doubt whether his proposal would guarantee a change in teachers' attitudes.

But he would talk to Dr Muffett and, if there seemed to be a short cut, he would take it "intensely seriously."

## New drive urged on drug abuse

The Government should recruit more stars to convey the dangers of drug abuse to young people, the conference was told.

Mr Tom Sackville, MP for Bolton West and secretary of the all-party parliamentary committee on drug abuse, said a major educational campaign was needed aimed at teachers, social workers, police, prison officers and young people.

He was reassured by Mr Kenneth Clarke, the health minister, who is wounding up the first ever conference on drug abuse, said the Government was now giving the highest priority to the preparation of material on drugs for parents and young people.

But ministers must choose the right message for their audience, he stressed, they would launch it as soon as they were sure they had it right.

Mr Clarke announced the allocation of an extra £25m to expand efforts on prevention, treatment and rehabilitation and life sentences for "substantial" drug offenders.

On solvent abuse, Mr Clarke reiterated the Government's readiness to back legislation banning the sale of glue-sniffing "kitts".

## Taking maths teaching into the next decade

by Sarah Bayliss

A survey of nine and ten year olds in Cambridgeshire has shown that 87 per cent have access to at least one calculator at home.

In the sample of 500 third year juniors, 60 per cent of boys and 50 per cent of girls had a calculator of their own. Forty-five per cent of boys and 29 per cent of girls lived in a family which owned a computer.

These figures, gathered by Miss Hilary Shuard, principal of Homerton College, Cambridge, have indicated the need for new research into primary mathematics teaching which she begins this month.

Her research, which will survey the existing maths diet of children aged six to 13, will last six months and it is expected to lead to a major curriculum development project taking maths teaching into the next decade.

The research is funded by the School Curriculum Development Committee, the successor to the Schools Council, and represents a major interest of the new committee in primary education, including maths. An outline of Miss Shuard's project was presented to a recent SCDC conference attended by 99 local education authority "associates" who are mainly senior advisers and inspectors.

At a press conference on future plans Professor Roger Blin-Stoyle, chairman of the SCDC, said: "This project is thinking very much to the future. These are the children who will be leaving school in the 1990s. Primary education is vital in setting attitudes and views towards education and learning, and we must pay a great deal



Miss Hilary Shuard: "We must prepare children for change."

of attention to it."

Miss Shuard was a member of the Cockcroft Committee of Inquiry into maths teaching which reported in 1981 and chairman of its primary working group. She is joined for the next six months at Homerton by Mr Derek Smith, on secondment from Chester College of Higher Education. Several surveys of secondary maths teaching, post-Cockcroft, are already operating but this is the first concerned with primary.

An SCDC description of the context of the project explains: "Much of the mathematical curriculum between six and 13 years is dominated by the acquisition of pencil-and-paper arithmetic skills of addition, subtraction, multiplication and division. The exten-

sive availability and use of calculators and computers suggests the need for a fundamental reappraisal of the primary number curriculum in preparation for extensive curriculum development."

In an interview with *The TES* Miss Shuard quoted a paragraph of the Cockcroft Report which she considered the most important, as it applied to primary schools. It states: "The primary mathematics curriculum should enrich children's aesthetic and linguistic experience, provide them with the means of exploring their environment and develop their powers of logical thought, in addition to equipping them with the numerical skills which will be a powerful tool for later work and study."

Miss Shuard said: "We've got to ask 'What are the important things for children to learn nowadays?' Being able to think mathematically is the most important thing of all. If you can think about it you can cope with change; if you have learned by rote you are unlikely to be able to cope with change. But change is what we must prepare children for."

Teachers' attitudes towards calculators and computers needed exploration, she said. "It is terribly important that we should help teachers to become more confident in their maths teaching. When you become confident in doing something you see more uses for it."

"Calculators and computers are not going to go away. What's likely to happen is that more powerful machines will get smaller. In the future children might be using hand-held computers rather than calculators."

## Parents may help strike-hit schools

Parents with children at two special schools in Bolton, which have been closed by a 23-week strike of nursery nurses, are having talks with members of the local authority about working as volunteers in the schools, *Sarah Bayliss writes*.

The meeting followed a suggestion by a High Court judge that both sides should agree to allow parents to act as temporary helpers so that Firwood and Greenfold schools could return to full-time opening.

Mr Brian Hughes, Bolton director of education, said Mr Justice Nolan, had given the authority "a clear suggestion, if not an outright lead", to open talks on the use of volunteers. Teachers and

their union representatives are being asked if they would cooperate.

Nalco, the nursery nurses union, has been asked to exempt the 16 members who normally work at the special schools from the strike, which involves 200 nursery nurses in the town. The dispute is over a local pay review which Bolton had refused to implement because it claims the issue should be negotiated nationally.

In the High Court last week Mrs Moira Horrocks, whose daughter Donna, aged 10, normally attends Firwood, failed to win an order requiring Bolton to re-open the school. Mr Justice Nolan ruled that Bolton was not in breach of the 1944 Education Act in closing the schools.

## Teacher shortfall criticized

by Richard Garner

A teachers' union claimed this week that even if all the 400-plus primary teachers currently seeking employment in Northern Ireland were given jobs tomorrow the province would still have worse pupil-teacher ratios than the mainland.

The National Association of Schoolmasters/Union of Women Teachers, in a pamphlet entitled: *The State of Schools in Northern Ireland: Give Northern Ireland Children A Better Deal*, says the educational service in the province is suffering a "financial blight".

It says the country only offers nursery education to 7 per cent of its

potential pupils – placing it well below other European countries. Its nursery schools would need to take on 28 extra teachers to achieve the same average pupil/teacher ratio as on the mainland – while it would need six times as many for overall provision to be the same.

On primary education, it is eighth out of ten in regional provision – compared with England – which would mean employing 440 extra teachers to bring it up to the average. There are 412 primary teachers seeking employment in the province.

The pamphlet says staffing levels in secondary schools are "relatively generous".

## More people opposed to dissection, says RSPCA

by Mike Durham

Animal welfare campaigners believe they are winning the campaign against the use of thousands of frogs, lizards, snakes and earthworms for classroom dissections.

The need for real animals – usually preserved in formaldehyde and supplied to schools in bulk – is unlikely to be compulsory in biology lessons after 1987, according to the RSPCA.

The society hopes biology teachers will use instead a variety of teaching aids including slides, wall charts, video tapes, and a giant size plastic frog. Launching the first complete catalogue of such teaching aids, *Alternatives to Dissection*, Ms Cindy Milburn, the RSPCA education officer, said children and teachers were becoming more and more opposed to dissections.

"Children are very concerned about cruelty to animals. Adults have until now failed to appreciate the strength of feeling amounting to a total repugnance among young people," she said.

The RSPCA is only campaigning for the rights of teachers and pupils to decide for themselves whether they wish to take part at dissections, not a complete ban.

At present most examination boards still insist on dissections as part of the A level syllabus. The RSPCA claims this prevents teachers choosing how best to teach anatomy.

Two boards, the Joint Matriculation Board and the Associated Examining Board, have dropped the requirement for dissection. The Welsh Joint Board is expected to follow suit.

Ms Milburn said it was felt that "by 1987 most, if not all, of the boards" would have dropped the dissection requirement and biology teachers would in future have the freedom to choose.

According to the association's estimates, 17,000 pupils a year, about half the annual number of A level biology students, are still expected to carry out classroom dissections, often against their will.

*Alternatives to Dissection* is available from the RSPCA Supplies Dept, The Causeway, Horsham, West Sussex RH12 1RG, price on application.



An outmoded practice?

"We want to ensure that pupils who don't want to take part, don't have to," said Ms Milburn. "And if teachers continue to use dissections, we hope pupils who don't wish to be involved will be able to feel quite at ease about opting out."

The RSPCA says it receives many requests for help from teachers unwilling to carry out dissections, and letters from pupils disturbed at the practice.

Their new catalogue lists 279 "alternative" teaching aids, ranging from films and slide sets to life-like plastic models of 26 different animals.

The society says technical advances mean that the new plastic models are "a far cry" from the older plaster of Paris versions.

"In fact quality is now so superb that in many cases models are functionally superior to the use of animals," the society claims. Ms Milburn said a model was just as good a teaching aid as "a preserved, rubberized rat" which bore little resemblance to a freshly killed animal.

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(0433)

## Lady Olga Maitland fires round after round against peace studies

# For the sake of the children

"Thank you for a lovely, warm welcome – what a change from Blackpool last week," gushed Lady Olga Maitland.

It certainly was. At Labour's conference in Blackpool, things got ugly when Lady Olga tried to spread her message of peace through deterrence. Here, in Brighton, she was a prophetess not without honour even in her own country.

Children in schools had been poisoned by a new generation of schoolteachers, she told a packed fringe meeting organized by Women and Families for Defence. This was why the country's moral fibre was so tragically at risk. And where had these teachers learnt how to operate? Why, in teacher training colleges. "Hear, hear," her audience cried.

She brandished aloft a yellow "poster for peace" spotted on the noticeboard of a school for children up to 7. "It's the little ones," she said, "the little ones, let alone the big ones." Sssst, disgusting, her listeners said.

Then she came to the case of a maths teacher in Shropshire. He spent most

of his time promoting CND activities and his maths results were poor – but the head showed no interest. Typical, they murmured.

She turned charmingly to Mr Bob Dunn, the schools minister, seated on her right. "Would you please," she entreated, "for the sake of our children give us your views on this?"

Mr Dunn obliged. First, however, he gave an entertaining run-through of Tory prejudices.

Bishops? Wearers of CND badges and open-toed sandals, eating brown bread and preaching where they shouldn't.

Multicultural teaching? Mr Dunn confessed that he'd never quite known what it was. "My Asian constituents tell me," he said, "We want our England."

He poured scorn on the idea of nursery rhymes in *Our Father* (it would be *Croole* next) and mentioned a school in London where the children danced and learnt in modules where they were "self-motivated".

"The last thing I needed when I was young was self-motivation," he declared. "I'd never have learnt what I needed in later life." What would happen if the limbo-dancing children were stuck on the tenth floor and couldn't read "Fire Exit"? he demanded of his delighted audience. Would they limbo themselves into the next world?

And so, on to those teachers in CND badges. It was all right for teachers to hold any view and wear any badge in their free time, he said, but by wearing a CND badge in school they were making a public declaration. Nor was there any need for a special subject called peace studies.

But, perhaps under instructions from his boss, Sir Keith Joseph, he made no pledges of a Government initiative against peace studies and peace-loving teachers. It was for school governors to act, he said, and for parents to spend their complaints to him at the House of Commons.

Biddy Passmore



Liz McCallum reports on opposition to the 'parent majority' proposals

## Governors 'must earn influence'

Governors have to earn the right to influence their schools' internal organization, a conference heard last weekend. And the amount of influence they have should be determined by the time they give to the job.

Mr Robert Spooner, head of Foxwood secondary school, Leeds, told the National Association of Governors and Managers in Manchester that governors had to devote much more time than just one meeting a term if they were to be more involved.

"You are only going to be listened to when you have earned the right to speak, when you have done enough work and involved yourself sufficiently with the day-to-day activities in the school for people to be pleased to hear your views."

This means understanding issues and sitting on working parties, he added. "If governors can't give that time, then they are setting their own constraints over what influence they can wield."

Mr Spooner said he was very wary of the changes proposed in the Green Paper, *Parental Influence at School*, which would put parents in the majority on governing bodies. Faced with a difficult problem parents tend to vote for their own self-interest. "There is nothing wrong with that, as long as a lot of interests are represented on the body."

But his concern was that governing bodies would be dominated by only a certain kind of caring parent, representing the interests of advantaged children. "The truth is, there is no constituency of parental interest. It would be unfortunate if one developed. If it did, it would be because only a narrow sector of parental in-



Interest was being involved, said Mr Spooner.

He called for balance on governing bodies and criticized the changes which proposed to "emasculate" the local authority representation on governing bodies. A head needed political claims on his governing body if he wanted to have influence with his education committee.

There was also a lot of sense in people who knew what they were talking about discussing subjects they

questions which they could only do by becoming well informed. But delegates complained that it was often hard to obtain information which, when received, was frequently difficult to understand.

At the AGM which followed the annual conference, delegates supported a call from Sheffield branch for the withdrawal of that section of the Green Paper which proposes to set limits on the composition of governing bodies.

The motion deplored the lack of provision for local community representatives which would make governing bodies "narrower in outlook, and less representative of the schools' community."

The Government was trying to ensure that parents who sympathized with its proposals for the school curriculum, examinations and teaching quality, would be able to put them into practice in their own children's school.

Mrs Anne Campbell, from Cambridge, suggested that the motive behind the Green Paper was to weaken governing bodies and create the right environment for i.e. a.s. to impose cuts. But others saw it as a watered-down alternative to the vouchers scheme, to give parents more choice.

The meeting, while acknowledging the Green Paper's stress on the importance of training and support for governors, pointed out that this could only be done with adequate financial resources.

The association's official response to the Green Paper sets out its arguments that the proposals would weaken governing bodies. It says such bodies, with a majority of parents, would restrict, not widen, choice.

## ... and other reactions to the Green Paper

The National Federation of Women's Institutes has also come out strongly against the Government's proposals.

The federation is particularly concerned at the apparent lack of concern about how to get good parent governors, with commitment and enthusiasm, to come forward.

It also queries whether governors should have greater responsibility over the curriculum, discipline, staff changes, and the purchase of equipment, books and stationery, and where the extra money will come from to run expanded governing bodies.

In its response, Ms Anne Harris, federation chairman, says: "We have always fought for parents to have more say in their children's education and we have always campaigned for higher standards in our schools. However we do not feel that the proposals in the Green Paper are the right way to go about this."

The Socialist Educational Association has also rejected the Government's proposals.

Instead, the association backs the Taylor Report's recommendation for equal representation for local education authority appointees, parents,

The Green Paper, is ill-conceived and ill-timed, says the National Association of Inspectors and Educational Advisers.

In its submission to the DES it says proposals to put parents in the majority were "unbalanced and too drastic." It preferred the more balanced composition suggested in the Taylor Report, where staff, parents, i.e. a.s. governors and co-opted members would have equal influence.

The new proposals would "disfranchise many groups which have helped to develop our schools since the passing of the 1944 Education Act and ... make them merely observers."

The inspectors also attack the lack of financial provision to implement the new plans. "At a time of staff cutbacks and increasing financial stringency, the Green Paper demands yet more work from county halls," Mr Martin Clarke, professional officer of NAIEA, told *The TES*.

teachers and co-opted members of groups with an interest in the school.

The SEA also suggests two students should be elected as governors in secondary schools and headteachers should serve as governors of their schools automatically.

## Express attacked

Wakefield District Council is to take the *Daily Express* to the Press Council over an article last month strongly criticizing Thomas House School, one of the largest comprehensives in its area.

The piece on Thomas House was part of a feature by the newspaper, titled in the country's comprehensive system. It was headlined "The Good, The Bad and the Simply Scandalous."

It claimed that Thomas House, which is in Wakefield, had ill-disciplined pupils, was badly in need of repair and last year had spent more than £100,000 on repairs.

Gloria Stewart, a reporter, who was shown round the school after posing as a parent, said graffiti was everywhere and "stupidous". The school was badly scarred with lumps dug out of the wall; only a handful of pupils wore a uniform; and children were messing around during lessons.

John Pearman, Wakefield Council's education chairman, said Thomas House had been treated in an "appalling way" by the *Express*.

"This story is ridiculous and we have an obligation, not just on behalf of Thomas House, but on behalf of other schools in the country, to defend ourselves."

He said Gloria Stewart had used "odious subterfuge". He went on: "She deliberately lied to the head about who she was and the purpose of her visit."

## IN BRIEF

### Mrs Nancy David

Nancy David, who gained widespread recognition as the dedicated teacher the award winning BBC documentary *Gale is dead*, which won several national prizes in the early 1970s, suddenly last week aged 66.

She had a reputation as an outstanding teacher and was a pioneer of disruptive units when she worked at the Inner London Education Authority. A recent book by former ILEA staff inspector, Dr Mary Wilson, was dedicated to her.

Her husband, Tudor David, is the editor of *Education* magazine, and they have a son and a daughter.

### Book award

David Hargreaves, chief inspector of ILEA, has been awarded the first annual prize for "the most significant book published in the field of education in this country" by the Standing Conference on Studies in Education.

His book *The Challenge of the Comprehensive School: Culture, Curriculum and Community*, published by Routledge and Kegan Paul, an analysis of the ills of contemporary schooling, was the unanimous choice of the judges, a subcommittee of the SCSE.

Linda Pollock was awarded a prize for a first-time author in this area for her book *Forgotten Children* (Cambridge University Press) a study of childhood from Tudor to modern times. Dr Hargreaves received £300, Dr Pollock £300.

Books nominated for this first award, either by publishers or members of SCSE, were published during the past two years; in future, titles will have to have been published during the previous year.

### Study launch

A study of pre-retirement education, funded by the Department of Education and Science, is to be carried out by the Pre-Retirement Association. The association aims to create a better climate for education for retirement and a focus for training, action and communication between different agencies.

### New course

London University is to teach Esperanto, the international language. The first-ever course on "The Structure of Esperanto" begins this month at the department of phonetics and linguistics, University College. The course will be an optional part of the BA (Honours) degree in linguistics.

### Pay donation

Teachers in Armed Forces schools have donated half a day's pay to their union's strike fund to help it meet the cost of industrial action over this year's pay claim. Members of the National Association of Schoolmasters/Union of Women Teachers in West Germany, Hongkong and Cyprus made the donation because their pay rates are based on those agreed in the Burnham Committee, which negotiates pay for teachers in England and Wales.

### School plan

The largest Japanese boarding school in Europe is to be built in Milton Keynes. It will open in 1987 and accommodate up to 600 children, whose families are working in Europe and the Middle East. There are nine Japanese firms in Milton Keynes.

## Pioneers defend progress towards classroom equal opportunities

by Hilary Wilce

Equal opportunities pioneers in schools said this week they were unsurprised and undismayed by the findings of the curriculum options study, reported in *The TES* last week.

The two-year study, funded by the Equal Opportunities Commission, took a national snapshot picture of the state of option choices in schools in 1980-81, and found that although the majority of schools conformed to the letter of the anti-discrimination legislation in their choice of "boys" and "girls" subjects.

Even where schools worked hard to actively promote equal opportunities, the study found, the pattern remained unchanged. While most felt their efforts were now resulting in a trickle of pupils crossing the gender barriers between subjects, none was prepared to claim any large or permanent swing away from tradition in their schools, and none expected to see such a thing in the near future.

There was general agreement that progress in changing attitudes could not be measured by a head count of girls doing workshop overalls, or boys pursuing secretarial courses. The task was far greater than many people realised. It would never be solved by schools alone, they pointed out.

Mrs Maureen Cruikshank, head of the 14-18 Beauchamp College, Oadby, said: "I refuse to be depressed. Any results are bound to be intangible. If you're just looking at who is doing what subjects, then you are not going to see much progress. After all, pupils are only in school for six hours a day."

The college has a Scale III equal opportunities post, and a full page on equal opportunities in its option booklet. It has organized a photographic display of girls in non-traditional roles, and is currently persuading high achievers in science not to give up physics or chemistry. It also has a growing proportion of women in senior posts. "Over the last three years I've been able to narrow the gap a bit, not consciously, but mainly from giving

ing women candidates a fair hearing," Mrs Cruikshank said.

Mr Richard Dicks, acting senior master of De Brus School, Middlesbrough, where the head has been working to open up the curriculum to boys and girls, said the school was now seeing a rise in the number of girls taking craft, design and technology. In 1982 and 1983 there had been two girls taking the subject. This year there were six.

The school, which has been nominated by the Equal Opportunities Commission as a school of good practice, makes all its first year pupils take home economics and CDT, and emphasizes equal opportunities throughout the school. A careers teacher attempts to point girls into science. But it is a rural school, Mr Dicks pointed out, "and rural attitudes are often very conservative."

One girl who had achieved a grade A at O level in CDT had been supported in her choice by her father, an engineer, but opposed by her mother, who insisted she also keep up home economics. "Although when she came out with that grade, her mother was over the moon," Mr Dicks said.

Miss Gwenllian Evans, head of Islington Green school, north London, which has a long history of promoting equal opportunities, said the school now encountered no violent parental opposition to its policies. Pupils went home and talked enthusiastically about what they were doing, "which is really the most persuasive thing a school can offer."

The school makes all pupils choose one science and one "making and doing" subject. This helped to encourage the "unpopular" choices, Miss Evans said, "although by itself, making everybody do something doesn't solve the problems."

The school makes its first and second years do CDT and home economics. In the third year they all do child development and "graphic communication" - a form of design and technical drawing. This year the subcommittee of the education subcommittee

tee of the School Association is due to discuss equal opportunities.

Miss Evans said the number of pupils making non-traditional choices was creeping up, but was still far from representative.

Mr John Baird, deputy head of Hope High School, Salford, which is pioneering a wide range of option schemes, said a few more girls were taking "boys" subjects, "but there is no question of any sort of dramatic transformation."

The school was one of the Girls Into Science and Technology project schools, and as such was involved in a number of initiatives to encourage girls, including inviting women scientists and engineers to come and talk to pupils.

"We did see a rise of girls into these areas in one year," Mr Baird said, "but the next year there was a fall-off again, when there wasn't the same positive discrimination."

Some girls were interested in engineering, Mr Baird said, "but they come and say 'me mam doesn't think it's a job for a girl', or 'me dad doesn't think it's a job for a girl'. Perhaps the most important thing in the school is that the staff are all even more aware of the problems than they were."



## State schoolgirls trail in keyboard experience

Girls at public schools are more likely to have computer experience than girls at state schools, if results from a recent survey carried out by the University of Surrey are true on a national scale.

Hilary Wilce writes. The university questioned 400 girls, who attended four one-day Girls and Computing courses at its Guildford campus, about their experience with computers.

Of those who attended a pilot course in March, 66 per cent of independent school pupils had used a computer several times, compared with only 36 per cent of state school pupils. Fifteen per cent of public school pupils had never used a computer at all, compared to 19 per cent from state schools.

Three courses held at the university in September were attended by a greater proportion of state school pupils than girls from public schools, but the same pattern emerged.

Sixty-six per cent of the public school pupils said they had used a computer

several times, compared to only 47 per cent of state school pupils, 13 per cent of whom said they had never used one. Only one independent school pupil said she had never used a computer.

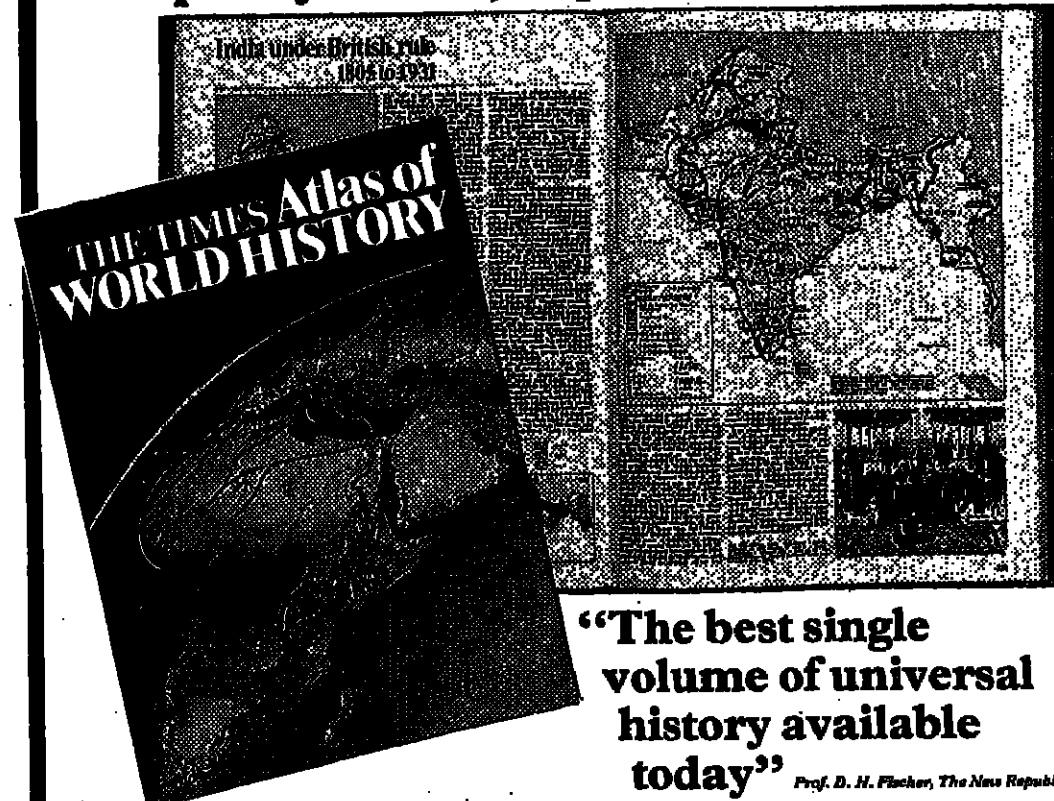
The courses were offered by the university as its contribution to the national WISE 84 promotional year, intended to encourage girls into science and engineering.

Most of the pupils were high achievers - 82 per cent of the girls from independent schools were taking eight or more O levels, as were 73 per cent of the girls from state schools.

All these factors may make the sample questioned unrepresentative of schools as a whole. However, girls from state schools attending one of the September courses all told similar tales of computers at their schools being locked up at lunchtime, being "bogged" by boys in the computer clubs, or being underutilized because only a limited number of staff knew how to use them.

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In March of this year, a committee of inquiry set up by the ILEA a year before to report on underachievement in comprehensive schools, produced their five year plan entitled 'Improving Secondary Schools'. The TES published a three page summary covering the main points in the Committee's 104 recommendations, on March 23.

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# Somewhere past the music stand there is an audience to think about . . .

Virginia Makins talks to the people involved in a break with tradition that is giving music students wider social horizons



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This term a new course for musicians started at the Guildhall School of Music and Drama. The staff thought they would be lucky to scrape together 20 students for the course, since it was new and unconventional, and since funds for it had been put together only after students had chosen their options for the year.

At the beginning of term 50 turned up – more than a third of the available third and fourth-year students. The idea of a practically based course in “music performance and communication skills”, asking students to plan and put on performances in schools, hospitals, prisons, and other unusual places, was clearly a winner.

The spur for the course was the growing dissatisfaction of Mr Peter Renshaw, until recently head of the Yehudi Menuhin school for promising young pianists and strings players, with conventional, conservatoire-style music education.

Mr Renshaw had been determined to extend the social and musical horizons of the Menuhin students. He had linked the school with a northern mining village, and with inner London schools, and had arranged concerts for students to give in places like hospitals and hostels.

But, he said, the concerts they gave were in the traditional classical style, and based on the classical repertoire, where students stayed glued to the notes on the page.

They were not trained in the personal skills and musical awareness needed to communicate with new kinds of audience, who would not necessarily respond to the traditional concert approach.

Drama and dance students were much more likely to be educated to be socially and politically aware of the world they would perform in, he said. “Conventional conservatoire training and long hours of solitary practice mean music students grow up cut off from the world, egocentric and self-contained.”

He also wanted to change the tradition where music teachers worked mainly as instructors, modelling the skills which pupils then practised. “Of course the best teachers engage in discussion, and get pupils to think for themselves. But that's not the tradition”, he said. “I want students to take more responsibility for their own education.”

Even when out in the profession, many musicians had little scope for initiative and discussion. “An orchestra player is like a technician in a factory – he or she is told what to do”, said Mr Renshaw.

Mr John Hosier, principal of the Guildhall school, was very receptive to the proposals for a new course, giving students the chance to plan concerts for new kinds of audience, and develop skills of improvising and adapting, and communicating the pleasures of music.

He also believed that music students could become “very introspective and self-regarding”.

The value of this course is that they will learn about themselves, as people and performers. It will prevent them from simply going on perfecting their technique without thinking who they are performing for and why.”

He was also interested in helping students, many of whom have little prospect of full-time work as musicians, to create new audiences and new jobs for themselves. Several musicians had a lot of experience in taking music out into the community, he said. But no attempt had been made to codify and pass on their experience.

Some of those musicians are now enthusiastic teachers on the course, such as George Caird, a clarinettist and member of the Albion Group – which does a lot of work in schools – and Peter Weingold, of Sussex University and the Gemini Ensemble, which specializes in music workshops in all sorts of venues.

Mr Weingold and Mr Kenneth Rea, a Guildhall drama teacher, are running drama-style workshops intended to loosen up the abilities of students on the course to respond to and commu-

cate with each other and their audiences.

The course is also bringing in a music therapist, an experienced teacher of mentally handicapped adults, and many others, to help widen students' understanding of some of the audiences they will play to.

“It was an idea whose time had evidently come”, Mr Renshaw said. “There were plenty of people with creative energy who were happy to be tapped.”

It was also relatively easy to get financial backing for the three-year project. The Gulbenkian and Carnegie Trust, BP and the National Westminster Bank have all given grants.

The students, who had been visiting nearby primary schools in small groups, and then planning a concert for the children, also seemed enthusiastic. “Up to now when we've been told about performance skills it's been about how to stand on a concert platform”, said one.

They were finding it hard work, planning and rehearsing a concert in a couple of weeks, alongside all their other commitments. They had to think about how much the audience could stand. “Would three minutes of solo flute be too much for primary children?”

They were thinking of ways of demonstrating how their instruments work. “You could do a flute with a bottle, and an oboe with some kind of straw – but how on earth can you explain a voice?”

The course takes half a day a week, plus extra time for visits, rehearsals, and performances. “It's a very time-consuming course”, said Peter Renshaw, “and we're asking them to be very professional about it, and take a lot of responsibility.” Even so, only three or four students have dropped out, and the others seemed to be enjoying the new demands.

“We've never been asked to see things from the audience's point of view before”, said one student. “It changes your perspective.”



Students of the Guildhall School of Music and Drama performing at a London primary school.

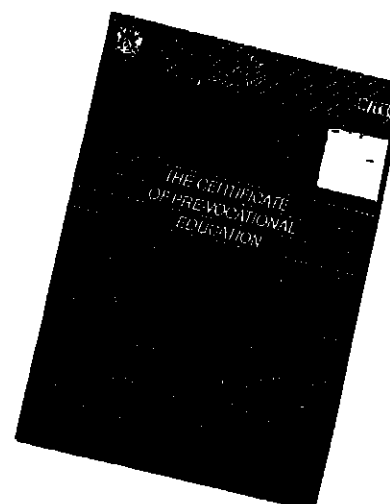
## Summit to sort out course chaos

Talks are to begin between the Secondary Examinations Council and the DES at what board members see as the department's attempt to interfere in the shaping of the 17-plus pre-vocational certificate.

The talks are being pushed by the Department of Education and Science, which is aware of growing conflict and uncertainty among teachers as to what curricula they should be offering to whom. Many heads are saying that their schools will not be able to accommodate a growing range of qualifications and objectives which require a variety of teaching styles and objectives.

The schools see themselves as under pressure simultaneously to:

- improve their academic performance and modernize their teaching to meet proposed new specifications for the 16-plus and AS levels;
- provide work-related courses requiring student-centred teaching and, what is, for many schools, an entirely unfamiliar concentration on practical and vocational activities;
- operate or emulate Technical and Vocational Education Initiative provision to meet the requirements of the Manpower Services Commission;
- prepare post-16 pupils for the Certificate of Pre-vocational Education, which is to be a mix of vocational core studies and additional activities not yet finalized;
- offer, in many places, off-the-job instruction to Youth Training Scheme trainees and/or part-time courses for leavers on the dole;



- produce courses for the lowest ability group for whom the existing curricula are unsuitable;
- guide and counsel pupils through the maze of these options.

Senior DES officials are joining in the talks, and it is likely that they will agree with the examining bodies that the SEC should take the overall responsibility for the whole network of curricula and awards but leave the management of all the work-related qualifications to the joint board for pre-vocational education.

The joint board is vital to any rationalization not only because of its existing control of pre-vocational courses, but because it main member bodies run most of the advanced

vocational education system and have a close involvement with the YTS.

There is, however, some tension at the moment between the board and the DES at what board members see as the department's attempt to interfere in the shaping of the 17-plus pre-vocational certificate.

The DES has been pressing for the virtual elimination of additional studies from the curriculum, which it believes should be devoted to the core and vocational elements. The board is resisting that move, which would preclude the CPVE being taken alongside an A level in some business or technically related subject as a first leg in approaching higher education via a BTEC course.

The board's disquiet has been intensified by the discovery last week that the department has been meeting the MSC without the board's knowledge to discuss the relationship between the CPVE and the YTS leaving certificate. The board's members feel that they know a lot more about that sort of thing than the DES, since their members have been involved in attempts to design the YTS certificate from the start, while the DES has only recently begun to show any interest.

“I think it's all part of their attempt to become more directive”, said Mr Basil Henson, City and Guilds' controller, and joint secretary of the board.

The board is already well into negotiations with the MSC over aligning the core requirements for the two certificates, with the MSC trying hard to get its own, less comprehensive, version

of the scheme. Meanwhile, the board announced this week that it was embarking on an investigation of how to make the CPVE “an integral part of a 14-18 curriculum” both within and outside the TVEI programme.

It also pledged itself to new efforts to get the vocational education boards who are its main parent bodies to say what they intend to do about progression from the 17-plus on to their traditional vocational courses.

So far the boards – for practical purposes, CGLI and BTEC – have failed to commit themselves to accepting either the CPVE or a YTS certificate as an entry qualification or a credit towards their courses, although there is a widespread consensus among educators, politicians, and industrialists that this must be done.

The board is having discussions about progression with the school examining bodies, employers, and other interests.

The board has decided to allow part-time study for the CPVE from, it hopes, September 1986. This is despite reservations expressed by the school representatives on the board, who are not used to part-time students as are the colleges, and feared that it would mean some of their pupils taking two years to complete the course.

But the importance of the decision to allow part-time students is that it means that it will be virtually impossible for the MSC to prevent YTS trainees going for the CPVE in preference to the MSC's own leaving certificate.

## Ex-trainee to join youth board

A former Youth Opportunities Programme trainee is to join the Youth Training Board, which is supposed to oversee the Youth Training Scheme.

He is Mr Malcolm Ryan, a 21-year-old Gateshead youth worker, who has been elected to chair the British Youth Council, which he will represent. Until now, the BYC's chair has been held by a succession of graduates, drawn from the political youth wings of the Scouts. Most were on their way to Parliament or jobs in the media. Mr Ryan left school with three O levels for the dole, and learned his youth work in the Government Community Enterprise Programme (now the Community Programme) after his term in YOP.

The BYC job means negotiating with ministers and their senior officials as well as top businessmen and union leaders. Mr Ryan says he looks forward to this and does not expect it will be very different from dealing with senior figures in Gateshead local government.

It is also likely to mean travelling abroad since the council is largely funded by the Foreign and Commonwealth Office to represent Britain's youth organizations internationally.

It is this role which has landed Mr Ryan with a crisis on assuming office. The National Union of Students has pulled out of the BYC's executive, while remaining in the council itself. It says this is because the BYC has been letting the FCO exert too much sway over its decisions.

The NUS apparently objects to the FCO having allowed to circulate a memorandum to BYC council members arguing strongly against participation in next year's World Festival of Youth conference in Moscow. The BYC decided in the end to send observers, but in the past it has usually insisted on participating fully in conferences, whether or not they were held in communist countries, and sometimes in the face of strong public criticism.

Edited by  
Mark Jackson

## YTS 'should teach work skills'



Roy Walker

A strong consensus is emerging in favour of using the Youth Training Scheme to provide “hard” training.

It is now thought that the majority of trainers in the scheme throughout the country, and of the trainees themselves, believe this is the only way to make the scheme effective and credible. Their views were reported last week by the further education specialist members of HM Inspectorate, senior local authority officials, Manpower Services Commission managers and college principals at a conference in Scarborough.

If they prevail it will mean radical changes in the objectives and criteria

of the scheme.

The swing to a belief that it is more important for YTS trainees to learn recognized work skills was foreshadowed by *The TES* in a report earlier this year. It described how industrial training boards were insisting, in the face of considerable MSC pressure, on training YTS youngsters to recognized standards which would fit them for jobs in a particular industry.

The MSC has resisted this trend because it undermines the whole philosophy of the YTS, which assumes a high continuing level of unemployment, a rapid change in the patterns of employment and the irrelevance of

much existing industrial training. The MSC argues that youngsters should not be trained for specific occupations unless there are likely to be enough jobs for them.

Instead the MSC has laid down that YTS should provide a broad preparation for work and aim at giving the trainees “process skills” which will enable them to learn how to tackle any one of a large number of jobs.

Mr Roy Walker, a DES under secretary, said in view of what many trainers and trainees were now saying it was likely that the YTS would become firmly based on occupational areas of some kind.

## Training policy a triumph – King

by Biddy Passmore

The Youth Training Scheme was “a triumph for success” and the Government would build further on it, Mr King, the Employment Secretary, told the Conservative Party conference last week.

Winding up the employment debate in Brighton he attacked left-wingers who had set out to wreck the scheme. “They said, ‘there won't be places to meet the guarantee. We met it full’”, he declared. “They said, ‘young people won't want to do it’ – 350,000 youngsters proved them wrong last year. They said, ‘they won't get any jobs at the end of it’. Latest figures are showing how wrong that was as well.”

In his speech, which was received with a standing ovation, Mr King emphasized particularly the need to train adults. “It is not a scandal that we are still issuing work permits to people from overseas because we cannot fill those vacancies with our own skilled workers in this country?” he asked.

He promised to double the number of adult training places over the next year and to provide for training to be included in the community programme for the long-term unemployed.

Moving the motion, which noted the continuing gap between the help available and the needs of the unemployed, Mrs Sally Williams said some schools were a great deal of responsibility for unemployment.

“Don't we have a right to expect a decent standard of education so that

young people don't come out of schools as unemployable jobs?” she cried to loud applause. It was useless, she added, to put computers in schools if literacy and numeracy were neglected.

Mr Alan Shutter, of Eastleigh, Hampshire, said seven out of ten trainees in the Cleveland area rejoined the dole queue at the end of this year. The scheme in Britain should follow Northern Ireland's lead and offer sponsorship for a further year if young people could not find a job.

But a more hard-line approach was taken by Mr Nicholas Mearns-Smith, of Bermondsey. “The price of labour obeyed the same economic rule as any other commodity”, he said. Young people should take jobs at low wages, like bell boys in lifts in the United States. “This gives them the chance to start at a relatively low level on the employment ladder and then they can move up”, he added to groans from his audience.



Tom King

## Fresh look at YTS promised by Young

The Youth Training Scheme is to be re-examined to see if it can make a greater contribution to relieving youth unemployment, according to Lord Young.

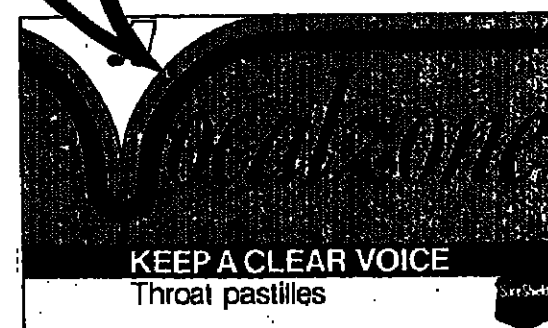
The former chairman of the Manpower Services Commission, who has been brought into the Cabinet to plan new measures to reduce the unemployment figures, declined to say this week whether he was thinking of extending the YTS to two years of training.

“We are certainly looking at the scheme, taking the Youth Training Board's review as our starting point”, Lord Young told *The TES*. “We have no preconceived notions of where we will finish up.”

The idea being promoted by Dr David Owen, leader of the SDP, and other politicians for a national scheme of community service for the young jobless – seen by many as the best way to deal with youngsters who cannot get jobs after leaving the YTS – was one of the options which would be looked at to see whether or not it fitted in with the overall strategy.

Lord Young, the former Mr David Young, who became a peer on Sunday, spent most of the week interviewing prospective staff for his new unit at the Cabinet office. He said he very much hoped it would include a professional educator.

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The death of Marilyn Monroe and the screen suicide of David Keith (right) in *An Officer and a Gentleman* are both said to have triggered a wave of suicides.

## Copy-cats who follow one another to the grave

Teenage suicides in the United States have risen by more than 300 per cent in the last 25 years - prompting state authorities to set up research and educational programmes aimed at suicide prevention.

The trend that is considered most alarming is that of copy-cat suicides, which are often provoked by films or media coverage of teenagers' deaths. For instance, in February this year, Robert DeLaValliere, a 13-year-old from an affluent suburb in Westchester County, New York, hanged himself from a park tree. He had apparently identified closely with a character in the film, *An Officer and a Gentleman*, who had a similar death.

Within 20 days, five more teenage boys from neighbouring suburbs took their own lives, all but one by hanging. The incidents shocked the county and added credence to the theory that suicide among the young may be, in a sense, "catching".

"These things do seem to come in waves," said Dr Samuel Krasner, medical director of Four Winds hospital in Westchester. "There is obviously some kind of impact from one child to another."

The Westchester "cluster" is not the first to have received widespread attention. In Plano, a middle-class suburb of Dallas, seven teenagers, six of them

boys, committed suicide during the last school year. Three shot themselves and the other four died of carbon monoxide poisoning in garages. And in Fairfax County, Virginia, 11 young people killed themselves in the 1980-1 school year. In all cases the number of suicides was way above statistical expectations. The idea of suicide being "catching" is not new. In the late eighteenth century Goethe's *The Sorrows of Young Werther* was banned in various parts of Europe because young people were killing themselves in the fashion of the story's romantic hero. And it was noted that in the weeks after Marilyn Monroe's highly publicized death in 1962 the suicide rate rose considerably.

The media and films appear to have played a part for the worse. In Plano some of the victims knew each other, but in Westchester the only connection was through local television and newspapers. Dr David Shaffer, who is leading a Columbia University team researching into youth suicide, said that the media intensely romanticized one of the first suicides in Westchester. "They showed pictures of the dead boy's guitar and people making heroic speeches at his funeral," Dr Shaffer said. "That kind of thing is likely to promote copying."

"The kids who kill themselves already have serious problems. But the publicity in Westchester may well have suggested to others a way of dealing with their problems."

Experts see the attitudes of Hollywood film-makers as especially worrying. "Films can glorify suicide," said William Kurneen, deputy commissioner of mental health in Putnam County, which borders Westchester. "In *Splash*, the hero Meryl Streep ends up as a very beautiful cadaver. In reality it's not like that."

Three big movie studios are apparently now planning films about teenage suicide. Dr Shaffer sees this as "ignorant and exploitative". These films, he said, "are bound to kill some kids".

## Parental influence move raises censorship fear

Measures giving parents more influence on the US public school curriculum have caused dismay among educators and sparked a similar debate to that in Britain.

An amendment to the law, sponsored by Senator Orrin G Hatch (Republican) of Utah in 1978, required public schools to obtain parental consent before students could participate in federally funded research or experimentation which involves "psychiatric or psychological experimentation, testing or treatment".

A new revision of it has further defined a psychiatric or psychological test or experiment as a method of obtaining information, including group activity, that is not directly related to academic instruction and designed to elicit information on students' attitudes, opinions, or beliefs. Parents or guardians can take a complaint about unauthorized psychological testing to the Federal Government, after going through local and state channels, and the Department of Education can intervene.

A coalition of educators, public school administrators and civil libertarians have voiced opposition to the department's action, fearing that broadening the amendment's scope could threaten academic freedom, lead to censorship in the classroom, and cause distrust between parents and teachers.

"Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view," according to the National Education Association's position paper on the subject.

"The rule could be used as a weapon in protests against civic courses, gov-

## Teachers believe academic freedom threatened by a change in the law. Deborah Kasout reports.

ernment courses, sex education and drug education programmes, value education, and almost any kind of instruction that involves discussion and inquiry methods of teaching and learning."

According to Monica Edwards, a special assistant in the office of the Under-Secretary of Education, the decision to revise the amendment was made in response to the number of letters to the Department of Education which called for a rule to combat alleged violations of the Hatch amendment.

Conservative parents voiced concern over what they consider humanist, anti-Christian or anti-American public school teaching, and conservative political groups opposed to sex, drug, education programmes and "values" education courses lobbied hard for further action by the education department.

However, the Consortium of Social Science Associations has raised concern that the definitions of "psychiatric or psychological examination, testing or treatment" could lead to "wide broad" interpretations which could impede studies designed to enhance school systems or programmes. Internal school evaluations, which include information on characteristics of a school's student body, may also be affected.

## Education the new target for independence

### ZIMBABWE

Dzingai Mutumbuka (right), the minister responsible for an ambitious and radical programme to bring appropriate schooling within the reach of all children, spoke in London last week. Richard Garner reports.



among others, Sweden, the United States and Britain.

"But we had another problem," said Dr Mutumbuka. "You can't enrol pupils unless you have teachers who are trained to teach them."

The Government had gone ahead with a promise to provide free primary school education for all, but secondary education was still not free although the Government gave a grant to every pupil and paid teachers' salaries.

There was not a single secondary school in rural areas prior to independence, he said. "We have established government schools in rural areas." The declared policy is that no child should have to travel more than 10 kilometres to secondary school.

"We have also gone into partnership with local authorities and, in some cases, companies in providing the educational infrastructure on a 50/50

basis." The problem of finding enough teachers for the new schools meant that the Government had to opt for a reduced teacher training programme to recruit staff. In 1980, there were 16,000 teachers in Zimbabwe. Now there are just over 66,000, including 1,300 recruited from Britain and other Western countries.

However, the Government has decided not to poach teachers from other African countries facing similar problems. Dr Mutumbuka said Zimbabwe had received more than 3,000 applications from Ghanaian teachers, some living in London, but had not recruited any of them.

"Where a country has excess teachers available like Mauritius we will recruit," he added. "Mauritius has given us more than 300 secondary school teachers because it has been able to release these teachers."

Zimbabwe's teacher training programme consists of a 16-week crash course after which the trainee is sent out to a school. During the next two

years the teacher spends two refresher weeks at training college and goes back for a further 16-week course after four years.

The number of teacher training colleges has increased from 9 to 13 and the enrolment figure has risen dramatically too.

Before independence, 9 out of 10 of all secondary children were boarders. But the new government found that for every boarding place it could provide five day places.

"We have abandoned the building of boarding school places and now they are only available to children from the remote areas," said Dr Mutumbuka.

Schools concentrated on linking education to preparation for going to work and every child has to take a practical subject at secondary school. It doesn't matter which stream they are in," he added. "The integration from school to work is very, very important."

The Government has also pioneered "distance learning" or correspondence courses to help those whose education was disrupted by the war.

"There has been a massive expansion of the education system - and there have been no mistakes," Dr Mutumbuka added. "But - to quote Mao Tse-tung: 'It is only those people who don't do anything who don't make mistakes'."

"We have tried to the best of our ability to provide access to education for all our people," he added. "This is one of the reasons why our people went to war and we will try to provide as good quality education as it is physically possible to do - bearing in mind that resources are very thin and the needs are very great."

## Pretoria gives ground over boycotts

### SOUTH AFRICA

Thousands of black pupils are still refusing to return to class, but the authorities are making concessions. Jean Hay reports on the latest developments, and Richard Garner on a conference in London.

## UK/US SCHOOL EXCHANGE SCHEME

Enquiries are invited from teachers with an interest in effecting the exchange of a party of ten pupils and one teacher with a high school in the United States for four weeks. It is envisaged that accommodation will be provided by host families and that the participating schools will provide a varied programme in and out of school. It is estimated that the Easter 1985 programme will cost between £210 & £300 per student.

Obtain details from:  
SCHOOL EXCHANGE OFFICER,  
CENTRAL BUREAU FOR EDUCATION, VISITS & EXCHANGES,  
SEYMOUR MEWS HOUSE,  
SEYMOUR MEWS,  
LONDON W14 8PE  
Tel 01-488 5101

In a clear attempt to get black pupils back to school, the South African Government has announced that black secondary schools will be allowed "democratically elected" student representative councils from next year.

At the same press conference in Pretoria last week, the Minister of Education, Dr Gerrit Viljoen, announced that six secondary schools, closed in May after continued boycotts, would be reopened.

Both announcements have been welcomed by politicians, black community leaders and by educationalists. But it is uncertain - at best - whether these conciliatory moves will persuade pupils to return to class.

Dr Viljoen urged "the positive majority" to make use of the reopening of the six Atteridgeville schools (near Pretoria) which some 6,000 pupils are supposed to attend. But since the announcement, only a thin trickle of pupils has returned. And instead of entering the classrooms, they have held meetings on the school lawns.

Furthermore, representatives of the 93,000 boycotting students in the Vaal Triangle (near Johannesburg) and their parents have resolved that pupils should continue to stay away from school until house rents in the area are reduced to R30 (£14) a month - a demand that highlights the strong link between black education and wider socio-political issues.

The pupils and parents have also resolved that boycotts will continue until the Government lifts the age restriction which prevents pupils over 20 years old from attending school, and until corporal punishment is outlawed.

The SRCs would be out and out political organizations that would try to control the schools. They would demand their own offices, typewriters, outside telephone lines, and insist on direct say in the hiring and firing of teachers," Mr Schoeman said.

But the announcement by Dr Viljoen has made it clear that the Government will do its utmost to ensure politics is kept out of the SRCs. "I am

adamant that we will not allow anyone to interfere and use them for ulterior political purposes," he said at the press conference.

He also said it was not the Government's intention that pupils should take over the governing of the schools, but that they should "make a contribution".

The influential South African Council of Churches - which holds considerable sway in the black community as well as in international circles - has urged pupils to accept the Government's compromises and to return to school "for their own sake and for the future of the country".

"Even if education is inferior, it is still essential," the council's leader, Bishop Desmond Tutu, has said. Even the boycott-supporting Azanian Students' Movement has applauded the Government's SRC decision, describing it as level-headed - if not overdue.

But end-of-year examinations are less than two months away and there is little chance that pupils will be able to catch up on the year's work.

Dr Viljoen has announced a plan whereby students would work extended hours and Saturdays to make up for lost time. And instead of writing examinations in December, they would be postponed until January for all but final year students who have the choice of writing their final school exams either next month or in May/June next year.

However, the immediate future of black education in South Africa remains uncertain while pupils weigh up what is to be gained by returning to class against the larger aims of their struggle for equal education.

## Unrest part of 'fight for a new charter'

A teach-in for sixth-form pupils held at County Hall in London was told last week that the pupils' boycott in South Africa was part of a fight for a new education charter for the black population.

Mr Freedom Mkhwanazi, who was a student in Soweto at the time of the 1976 riots and is now with the African National Congress in London, said: "Schools in many parts of the country have come to a standstill."

The teach-in, jointly organized by the Inner London Education Authority and the British Defence and Aid Fund

for Southern Africa, attracted youngsters from 22 schools to discuss the effects of apartheid in South Africa and Namibia.

The conference was also told that hundreds of young Namibians had left their country to seek education, and were at schools set up for them by refugees in neighbouring countries such as Zambia and Angola.

In the afternoon, the students were told of the Solomon Mahlangu Freedom College - established in Tanzania after the 1976 riots in Soweto to educate

young people forced to flee South Africa. A leaflet outlining life at the school said: "The students of SOMFACO (as the college is called) have a full daily programme, beginning at 6am."

"As well as academic sessions, their day includes field work, sport, cultural activities, a study of their school environment and politics throughout the world."

This is the second year such a conference has been organized for pupils of sixth-form age, and it is likely to become an annual event.

## Textbooks to be improved

Teams of textbook writers are to be formed to improve the quality of school books and enable Soviet teachers to start implementing the sweeping educational reforms announced last April.

In an article in *Sovetskaya Pedagogika* Mr M. A. Prokofiev, the Soviet minister of education, criticizes existing books and course materials for their formalism and failure to make concepts explicit.

In many science courses, the minister says, pupils are encouraged to memorize the key terms instead of trying to understand them. They start to speak of the "hybridization of electron clouds" without a notion of

what it means. In examinations most biology students could quote textbook statements such as "Haemophilia develops as recessive, hereditary change in the X-chromosome". Yet 95 per cent of those questioned later did not understand the meanings of the key words.

In science teaching, asserts the minister, the social aspects of discovery and application must not be forgotten. At present Soviet textbooks largely ignore the social aspects of science and it is expected that the new generation of textbooks will remedy that omission.

Kenneth Shaw

## Degree of hope for jobless

### FRANCE

Mary Follain on why the technical universities are being conscripted into the battle against youth unemployment



Laurent Fabius

The French Government has launched yet another offensive against youth unemployment with the Prime Minister, M. Laurent Fabius, saying he expects the country's 66 technical universities to absorb an extra 10-15 per cent more students next year.

The figure is optimistic but it is an indication of the reputation the *Instituts Universitaires de Technologie* (IUTs) have carved out for themselves over the past 18 years. M. Charles Dufour, recently retired as president of the Assembly of IUT Directors, said: "The training we provide is one of the few to guarantee a job at the end of it, even for students who do not obtain the diploma. Employers know that they have had two years of solid training." The speed with which graduates are employed does vary according to the course followed, however.

The IUTs have much in common with English polytechnics but the courses last two years, not three. They were created in 1966 to supply France with badly needed skilled technicians. M. Dufour said that they were practically forced by circumstances to open a totally new kind of school. "The highly skilled engineers and the technical *lycees* (upper secondary) were running post-baccalaureate (beyond A-level) courses leading to a technical certificate, the *Brevet de Technicien Supérieur* (BTS). But only a quarter of those who took a technical bac were well below the number industry was demanding."

The obvious solution was to attract more pupils from the traditional *lycees* who took non-technical bacs. "If we

were to do that," explained M. Dufour, "we simply had to create something entirely new which would be attractive to pupils from the traditional *lycees*. Because of the stigma attached to technical education, we decided that the new schools must have university status."

M. Dufour and the other members of the commission which set up the IUTs obtained a high degree of autonomy from industry and the professions to teach on a part-time basis. These outsiders are also closely involved in the running of the institutes. It was originally planned that they would make up one-third of the teaching staff but it has proved difficult to get beyond 15 per cent in some of the 17 departments. The main courses on offer include data processing, various aspects of engineering, business management, chemistry and applied biology.

The commission also decided that the courses would be less special than those leading to the BTS and aimed to

provide students with a general training which would enable them to adapt to changes in demand and technology. The BTS courses are often thought to be too much at the mercy of industry - students are sometimes trained to do a particular job or even to work in a particular factory and if those disappear, the BTS-holder is left high and dry.

To English eyes, however, the IUT courses seem highly specialized. Mr Jack Cripps, principal lecturer in mechanical engineering in Brighton Polytechnic, knows the IUTs well. "Students have to decide which course they are going to follow at the outset, and most of these are solely technician-orientated." Brighton Poly takes part in the exchange system with an IUT in Ville d'Avray, just outside Paris, and Mr Cripps says the students who come to Brighton are a credit to the institute.

Success has meant that there is a great demand for places and the institutes turn away perfectly capable candidates. Technical schools complain that the IUTs cream off the best and leave them the less able to train for and the less able to find jobs. Some of the unsuccessful candidates enter the overcrowded, traditional universities where selection is often less stringent. "This is not what the universities were expecting," according to M. Dufour. "They thought we would take in candidates who failed to gain entry to the universities."

IUTs are expensive to equip and to run. The Government provides 80 per cent of the total cost and industry the remainder. M. Dufour said that government funds had remained stagnant for the past eight years. "If we are to take in more students then we need more money and more teachers - and possibly, more IUTs." Each IUT is restricted to 150 in order to maintain student-teaching ratios. This makes the IUTs seem far less impersonal than the traditional universities, most of whose students rarely have even the briefest of conversations with their professors.

## Announcements

**EDGE HILL COLLEGE OF HIGHER EDUCATION**  
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**Saturday, 29 June 1985**

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## Misquoted

Sir - Your edition of September 28 carried a report on Mr Robert Dunn's speech to the annual conference of the Politics Association under the heading, "Don't teach politics on its own." In response, you quoted Dr Ian Lister's remark that the speech was outdated.

As someone who was present at the conference I can reveal that Mr Dunn was not outdated, merely misquoted. In his speech, Mr Dunn debated the pros and cons of teaching politics as a separate subject or indirectly through other subjects. After listing the advantages of the latter approach he went on to say that "the principal risk I see in the indirect approach is that if it is not organized in a sensible way pupils may receive a confusing, incomplete and even contradictory picture. This concern is backed up by evidence from HMI".

What he really said, therefore, is the opposite of what was reported. I sincerely hope that this has put the

record straight as a similar mistake was made by the *Daily Telegraph* in its report on Mr Dunn's speech on September 17.

Mr Dunn, incidentally, pleased his audience of politics teachers with a firm endorsement of political education in the curriculum. He also reinforced the idea that political literacy is a necessary prerequisite for an effective democracy and stated that in his experience "the very large majority of teachers are... entirely professional" in their approach to sensitive political issues.

Moreover, the Politics Association was able wholeheartedly to join Mr Dunn in "regarding any isolated examples of unprofessional behaviour... as unacceptable." It is to be hoped that this message gets through to those people in Parliament and outside who seem to equate political education with mere indoctrination.

BILL JONES  
Chairman  
Politics Association

## All are welcome

Sir - We are delighted to be among the schools recognized by the curriculum award and especially pleased to be written up (*TES*, September 28). However, we were somewhat upset and dismayed to see in the article reference to "immigrants and 'foreigners'".

In no way do we view our pupils in this light; it is true that many of their parents originate from other countries, but most of our pupils were born in our community and all of them are a part of that community. We do not try to iron out the differences between our members (whether they be to do with race, sex, social class or intelligence) for those contribute an extraordinary richness to the quality of our life. But we do regard ourselves as one community, in which all members treated with equal respect.

Perhaps your correspondent was bowled over by the linguistic compe-

tence of our pupils. It is rather daunting to find out how many young people of 11 are already bi- or tri-lingual, when most adults find it hard to learn even one other language. It is equally impressive that so many pupils are at home with information technology, can speak up for themselves, express themselves in public and use their school council.

At our recent speech day, we invited Peter Newsam, chairman of the Commission for Racial Equality, to be our guest: we invited him in particular to underline our anti-racist policies and attitudes. He was very impressed with the confidence and competence which our pupils demonstrated as they explained the school curriculum. Here was proof that Cranford is a happy and united community. There are no strangers here!

ANNE JONES  
Head  
Cranford Community School  
Hounslow

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## Indefensible slight on peace studies

Sir - I was astonished to read the following statement in your Comment column on September 28: "... many exponents of peace studies are propagandists for defencelessness in their spare time." It would be hard to match this as an example of opinion and distortion masquerading as fact.

But less obliquely, the statement says "many exponents of peace studies are members of CND." True; but it would, of course, be equally true that many are not. Another implication is that CND's activities, compared with those of the media or the Government, should be classed as propaganda. Yet another is that CND policies can be equated with "defencelessness".

According to the statement, therefore, nuclear weapons are not only a form of defence, but the only form of defence.

These views, which do not command universal assent amongst governments or military experts, would form a useful starting point for classroom discussion. I am confident that all the many teachers I know involved in education for peace would tackle the issue in an infinitely more open and unbiased way than your writer seems capable of.

RICHARD BARNES  
Head  
Briely High School  
Manchester



Claire Rayner

## Drug addiction

Sir - The final paragraph of your September 21 Comment (Spot the Addict) suggests that BBC school broadcasts ignore the problem of heroin abuse. This is not the case.

In June of this year there was a programme about brown heroin in *Wavelength*, a live radio magazine series for teenagers. This programme is to be repeated on October 25 at 11.30am as the result of many requests from teachers. The 30-minute programme can also be purchased by schools from the BBC Radio Shop, CET, Mold, Chwyd, CH11 1YA; price £4.00.

I ought also to point out the "head" of secondary school, television to which you refer is no longer a "he". Euforion Gwynne Jones, the newly appointed head of BBC School Television, is much concerned with the subject of drug abuse.

You mentioned the scheduled *Street* on glue sniffing. As you know, *Street* plans are a separate issue from *Street* schedules. From the Continuity Education Television Department, a BBC-1 programme in the new *Clare Rayner's Casebook* series looks at heroin and solvent abuse on the evening of October 23.

The topic of drug addiction is under discussion in planning the health and preventive medicine output of both BBC School and Continuing Education Television. The subject needs sensitive handling as there is a danger that prominence of any kind could provide gratuitous publicity where none is wanted. Nor is drug abuse just a national problem. The World Health Organization is talking with BBC production staff at the Open University Centre about the production of educational programmes can do about it in a variety of countries and cultures.

BARRY TROYNA  
Senior Research Fellow  
Centre for Research in  
Ethnic Relations  
Warwick University  
Coventry

SHEILA INNES  
Controller  
BBC Educational Broadcasting  
Broadcasting House  
London W1

The fact that the *Wavelength* programme is to be repeated on October 21 was noted in our feature "Tuning the Dragon", on September 21 - Editor.

## Mind clothing

Sir - That VAT on books and periodicals is a tax on culture is not an argument likely to appeal to any government operating with traditional British philistinism. However, the extension of VAT to books poses a practical threat to the education of our children. To tax children's books and educational textbooks will inhibit their use. Our standards of literacy will fall further.

Children's clothes are zero rated. Food is zero rated. Books for our children - food and clothing for the mind - must remain tax free.

JOHN COX  
Managing Director  
Scholastic Publications Ltd  
Leamington Spa  
Warwickshire

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

DEREK DUTTON  
President  
Secondary Heads Association  
107 St Paul's Road  
London N1

## Enlightening heads

Sir - Professor Charles Handy (*TES*, October 5) need not be too worried that dated techniques are being offered as models to secondary schools. Most teachers and all headteachers, fortunately, have been too arrogant (*TES*, November 25, 1983) to accept them.

The present moves to warn headteachers against drawing too close parallels with industrial managers will be causing some wry smiles up and down the country. Sadly, they will also give many headteachers an excuse for not bothering with some excellent courses (see those provided by the Headship Unit at Woolley Hall, near Barnsley).

During my teaching career (16 years as a head) I made considerable effort to seek enlightenment from my supposed opposite numbers in industry, commerce, and administration. I came to the conclusion that there were no opposite numbers, but found it difficult to convey what it was that made my job different from theirs.

I didn't do better than trying to keep clear in my mind what a school was not. It was not, I thought, "a foundry, or a mine, or a treadmill" (John Henry Newman). Nor was it a branch of a chain store, nor a sector of a multinational company.

Perhaps the day is coming when the head of a school and an industrial manager will meet to discuss areas of interest, each accurately aware of what the other is trying to do.

ISOBEL SHEPHERDSON  
"The Swallows"  
Kilham  
North Humberside

## Black achievement

Sir - I'm sorry if James Murphy cannot follow my arguments regarding the issue of black "educational underachievement" (*Letters*, September 28).

The point I am making is really quite simple. The research carried out on this matter and the way in which it has been reported by secondary reviewers has led many educationists to accept the reality of black "educational underachievement".

When I have suggested in my article that the "reality" is highly questionable and that the relative performance of black students in British schools remains a matter for sensitive and systematic analysis, I hope now he understands.

JOAN FREEMAN  
Wykeham  
Alan Drive  
Hale  
Cheshire

development who do not know what has been happening in schools and colleges of further education? It has been an uphill struggle during these last nine years to get education for parenthood established as an important subject in its own right in our secondary schools.

Education for parenthood is not an easy subject to teach (nor to write about), touching as it does on our most early intimate experiences and causing the adolescent (often in a fragile state) to examine his or her behaviour, motivations, emotional needs and so on. The teachers, mainly from the home economics department, bravely accept the fact that they may be in for a very rough ride. But we believe that it is better for an unhappy adolescent to try to explore his/her inner conflicts in the safety and security of a classroom with a mature teacher than to wait a

couple of years and act them out on the new baby.

*Understanding Your Baby* is not written by an "expert" for "new parents"; nor is it "guilt-producing". It is written for less-able teenagers, hence the brief sentences. It is written for boys as well as girls, hence the highly intuitive chapter - to capture the imagination. It is written for a few teenagers whose only notion of love is to swap sex for a lager or vodka and line in the alleyway outside the pub. I would be less than a concerned teacher and author if I did not fight very strongly against the injustices your review has done to my work.

DOROTHY BALDWIN  
3 Marlborough Court  
Penbroke Road  
Kensington, London W8

## Joint exams

Sir - The letter from Mr L.J. Taylor of the George Ward School, Melksham (*TES*, September 21) refers to the policy regarding centres for joint GCE O level/CSE examinations in the years preceding the introduction of GCSE.

Mr Taylor has currently quoted part of the South Western Examination Board's reply to a letter received from him. The reply from the board contained two main points:

● There would be no CSE certification in respect of any joint examination developed by an examining group...

until such time as the Secretary of State had made a decision on (a) the introduction of a common system at 16-plus and (b) the date from which freedom of choice should operate.

● That this was a collective agreement between all CSE boards.

As we know, the decision concerning GCSE has been made and all CSE boards accept that one of the important features of the new examinations will be freedom of choice. No statement has been made concerning freedom of choice in the years 1985-87 and no CSE board considers that it is in a position to take unilateral action on this matter. The Standing Conference

mimic various accents: "Pupils must simply know how to modify their own accents if it is difficult to understand them."

Such a suggestion would appear to be founded on the belief that certain English accents are "impenetrable" to non-speakers. This is manifestly untrue. National broadcasting would be an impossibility if it were. Is *News at Ten* really unintelligible to Scotsmen? Do southerners really find *Brookside* or *Coronation Street* incomprehensible? Is the audience for *The Archers* confined entirely to the Cotswolds?

Education, too, would be faced with impossible difficulties, as the teaching staffs of most schools are drawn from

the South-East Regional Examinations Board.

Our inquiries have led us to believe that the present proposals before the Schools Examining Council do not include oral assessment as an integral component of the national criteria for English, merely as an extra (albeit specified as "compulsory") to be endorsed on the certificate with a supplementary grade.

We cannot express too strongly our view that, if GCSE is to be an improvement upon the present system, oral work must be included as a significant component in the final assessment, not as an endorserable extra.

We should welcome reassurances that such a retrograde proposal as is now apparently envisaged will not become national policy, applicable to Mode 1 and Mode 3 syllabuses alike.

M G DORE (head of Faculty of Arts, Alton College), R HOYES (head of English, Farnham College), J O LATHAM (curriculum coordinator, Bishop Wand C of E secondary school), and M WILLIAMS (head of English, Raynes Park high school).

As teachers, examiners and moderators, we have first-hand experience of successful oral assessment in various syllabuses offered by AEB, the Southern Regional Examinations Board and

children, as I struggled with the varied dictates of experts, I was a primary recipient of this type of guilt-mongering. What is the point of undermining a new teacher's confidence by telling her, as Mrs Baldwin does, that being allowed to choose to bottle-feed is "sad"? That's her interpretation - there's not a scrap of evidence for any emotional association. A more constructive approach would have been to inform, yet to respect and encourage the autonomy of parents' own choices.

Over the babyhoods of my four

development who do not know what has been happening in schools and colleges of further education? It has been an uphill struggle during these last nine years to get education for parenthood established as an important subject in its own right in our secondary schools.

Education for parenthood is not an easy subject to teach (nor to write about), touching as it does on our most early intimate experiences and causing the adolescent (often in a fragile state) to examine his or her behaviour, motivations, emotional needs and so on. The teachers, mainly from the home economics department, bravely accept the fact that they may be in for a very rough ride. But we believe that it is better for an unhappy adolescent to try to explore his/her inner conflicts in the safety and security of a classroom with a mature teacher than to wait a

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## At war over peace

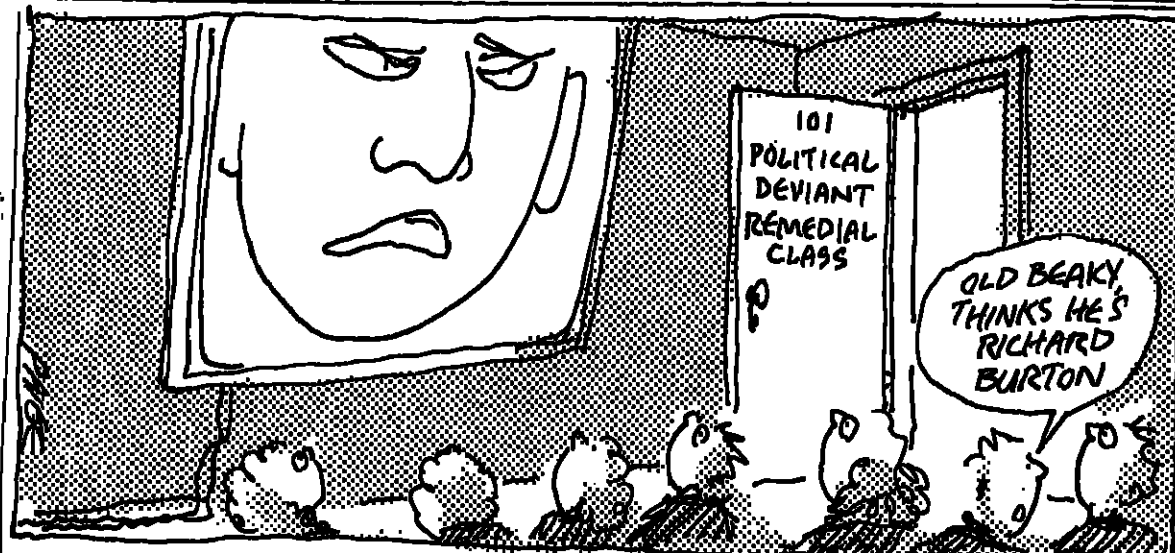
RICHARD EVANS

Under the guise of attacking peace studies the whole notion of political education in schools, particularly for the under-16s is again being systematically attacked.

The tactic is to argue that isolated examples of so-called indoctrination or sloppy teaching are part of a subversive campaign to inculcate left attitudes in children. It makes little difference that Her Majesty's Inspectorate said last year that "the evidence of colleagues is that it is difficult to teach controversial subjects but it is unavoidable and most teachers do so in a way that is professionally acceptable". The opponents of peace studies and political education hold the fundamental view that politics of a controversial nature should not be brought into the classroom.

In *Peace Studies in our Schools: Propaganda for Defencelessness*, Lady Olga Millard's Women and Families for Defence refer to the "unwritten contract between teachers, parents and society about what is and what is not appropriate in schools".

More worrying is the proposal that "politically contentious subjects should normally form no part of the curriculum for pupils below the age of 16 and should be rigorously excluded



from primary schools".

What is education if it is not a lively exchange of ideas with analysis and discussion? If young people are to play a part in a pluralist democracy then they must be exposed to different perspectives on the nature of society.

Even the most tedious social studies syllabus and many history syllabuses too, have sections on the EEC, the United Nations and - wait for it - Lady Olga - NATO. You cannot study the humanities without investigating beliefs and ideologies and how they affect different societies.

In careers education to avoid the factor of youth unemployment, from ignoring and side-stepping leading questions, teachers should be putting questions in such a way that they are

encouraged to think critically, conceptually and analytically.

The attempt to neutralize the curriculum is misguided to say the least. To avoid controversy, to smooth over differences, concerning the interpretation of history and events is a profound error. First, it makes for dull and dreary teaching. It also assumes the fact that the curriculum is neutral and can be value free. The values, unsurprisingly, most commonly inculcated are, to use the jargon, of a pro-western, pro-capitalist and elitist ideological nature. To question these values is not subversion but to argue that there are other ways of looking at issues and problems.

As Dr Robert Stradling of the Curriculum Review Unit has stated,

balanced teaching might not be the most effective approach to help young people think critically and rationally. Again, this is not to imply that teachers are engaged in an orgy of indoctrination. If in a teacher's professional judgment a different perspective is required, in order to give balance and intellectual significance to the issue at hand, then that judgment must be respected.

The consideration of issues, ideologies and political systems alien to our own does not mean indoctrination. Let us consider a mundane example. Most if not all politics syllabuses cover the relationship between local and central government. As I write I can hear the sighs of boredom from local and central government. As I write I can hear the sighs of boredom from local and central government.

Richard Evans is academic and career adviser at Henry Thornton School, London.

Government Act. It would be disastrous to ignore the arguments of GLC and Metropolitan Councils. It would be equally monstrous to ignore the differing Conservative arguments put by Patrick Jenkin, George Flett and the Leader of Buckinghamshire County Council.

The opponents of peace studies in political education presumably want to develop self-awareness, respect and awareness of others. They would also wish "to promote political understanding in all pupils and enable them to operate effectively in their own society through an informed responsible participation in politics". These quotations come from the Derbyshire Education Committee guidelines on political education which includes peace studies.

The curriculum must involve the political viewpoints, the values, as well as areas of consensus within that society. It is not a teacher's job to portray ideas and information consistent with the status quo at the expense of ideas and information that might question existing political arrangements and procedures.

The teacher's job is to allow young people to develop their own minds and to sharpen their understanding of what is happening about them. They do only do that when awkward issues are raised in the classroom. They are not the Soviet Union being instructed to do by the Politburo, nor for the matter in the USA being lectured by Jerry Fallwell's Moral Majority.

Richard Evans is academic and career adviser at Henry Thornton School, London.

# The prospect of Whitley

Brian Glover continues his survey of young people's attitudes in the North-east



On my way to Whitley Bay on the still relatively new Tyne and Wear Metro, I tried to assess what I had learned about the youth of the North-east the previous evening. Before I arrived I had known that a lot of them were out of work, and had little prospect of finding work. But what had surprised me was that in no way were they despondent. Life was good, and they enjoyed it, and they did seem to have money, even if they got it by pulling strokes to supplement their dole.

I also reminded myself that I had been talking almost exclusively to the older end. My sample today must be younger, and I had been relatively down market - not every young man in the North-east is tattooed.

I wonder if there is a balance between tattoos and self respect, because there does seem to be a balance between graffiti and esteem. The more the esteem the less the graffiti. From talking to young people I knew the Metro was held in very high regard; they are very proud of it and use it all the time. I only saw one tiny piece of graffiti inside a Metro carriage, and that aroused more pity than anger - below a window, some poor soul had carved, a microscopic "ME".

Standing outside the Metro Indian Restaurant waiting for the day trippers coming out of the station, was a gypsy offering to tell fortunes. As I pushed past he informed me that I was about to win the pools. I also noticed that she was wearing wellingtons. It didn't rain, and I still haven't heard anything from Littlewoods.

Albert and his brother Michael had just bought a new car, a 13-year-old Michael also indicated on answering my questions.

There was a wonderful sameness about them. For example, I wanted to know what Albert

intended to do when he left school? Albert: "Footballer." Michael: "Same." And what if he couldn't be a footballer, supposing he didn't make the grade? Albert: "Redcoat at Butlins." Michael: "Same."

Only once did their aspirations and opinions differ, and that was concerning Mrs Thatcher. Albert: "My dad says she's rubbish." Michael: "Same as my ma." His ma was rubbish like Mrs Thatcher? Not at all. Young Michael thought the same as his ma on the subject of Mrs Thatcher, and that wasn't the same as his dad thought - far from it. I'd like to be a fly on the wall in that terraced house in Wallsend when Mrs T gets an airing.

They were lovely lads. Lads of which any parents, any school, could justly be proud. They were so innocent, so different from the young people I had met the night before. To Albert policemen were, "strong, honest, stand up to cheek," and Michael said, "Same." Albert's parents were, "excellent, brilliant." Michael said, "Same."

As the pair of them wandered off licking their toffee apples I pondered on the awesome responsibilities of our leaders. I knew that if things stay as they are, if our leaders don't soon begin to get it right, and I were to talk to those lads in three or four years time, I would almost certainly find the same suspicion and cynicism that I had found the previous night.

A girl walking a St. Bernard was passing with her freckly friend, Joanne. She was 15 and still at Seaton de la Ville Comprehensive, and she was going to be a hairdresser, but no she wouldn't mind joining the police if you could be a mounted policeman. Grandmaster Flash was the best band, and Michael Jackson's *Thriller* the best video. She wasn't at all impressed that I knew John Landis who made *Thriller* if I didn't know Michael Jackson.

Friday the 13th Part III in 3D was the freckly friend's best film. Joanne was 17 and on a scheme doing catering at Wallsend Community Centre

'Just out of school and you could feel the innocence ebbing away'



Aycliffe. The two girls with them, were from Blyth. The couple already entwined had met two weeks previously, on holiday at Berwick, and this was a reunion. The other couple, still not touching, had been brought along with their respective friends as a blind date. I reckoned that by the time they came off The Corkscrew they'd also be clinging to each other.

Both lads were on Youth Training Schemes receiving the standard £25. One was at the Aycliffe Information and Technology Centre studying computing and hoping to go into the RAF, the other at the Darlington Driving Training School. They were very positive about schemes, thought they were excellent, and not "slave labour" as I had been told by older lads.

They were aware that a scheme didn't guarantee you a job, but you could get a job round their way if you wanted one.

You could also get "acid" round their way if you wanted it. LSD tablets with ET printed on them were from the south, and if they had a star on them they were from Darlington.

One of the girls had a job at Target Travel in Blyth, and she got £32 a week, because it wasn't a scheme. The other girl was still at school and officially she only got £6.50 pocket money from her dad, but he had given her another fiver to come here for the day. Both girls said they would be married in ten years time with a family, and not living in Blyth - it was dead except for Friday and Saturday nights. I said they might end up in Newton Aycliffe married to these tow, and they all giggled.

Then I went back to Newcastle to watch United play Sheffield Wednesday - the magpies and the owls - strictly for the birds.

On the Metro again, I talked to a lad wearing expensive tennis gear. Steven said he was a casual. He was also at Monk Seaton High, had seven O levels, and was taking two at A level next year.

Apparently you can always tell a casual by his feet. Their shoes are always expensive, even their tennis shoes, and they don't wear socks in summer. *Le Coste* and *Le Shark* clothes are very good, as are those designed by Sergio Toshi. Steven would have liked to tell me more, but he was getting off at Tynemouth.

I was left to discuss life and art with the skinhead sneering at me from the seat opposite. I stroked my bald head. At least we had one thing in common. The sneer became quite audible.

Yes, he had read *Skinhead* by Nick Knight, it was a pile of shit. The police were a pile of the same, who "did you in". If he didn't always collect his dole, how did he go on for money? "I find it." He'd been to London for the *Rock against Communism* concert. The event had been staged by the National Front and held in a church hall which they had booked for an engagement party. It was advertised in *Buildup* and *NF News*. He'd slept four nights in a mate's squat in East London. Drugs? "I'm on the pill." Was he going to the match? Do him a favour, he was going to *The Last Resort* a skin shop to get a tape - *Screwdriver* - a London band. "The London skins are the only proper skins."

The Metro goes straight to the ground. I asked the callow youth masquerading as a policeman where St James' Hall had gone, it used to be here, I know, because I used to wrestle there? To which he replied, "Visiting supporters, other end."

I wasn't a visiting supporter. I wanted to go in this end, because I was doing this thing about youth in the North-east, and they all went in the Callowgate End. No arguments, I had to go in the other end, and St James' Hall had been pulled down, years ago. Before he was born I shouldn't wonder.

When I finally made it to the other end I wasn't allowed in there either - official Sheffield Wednesday supporters only. Seething, I had to stand in a very long queue to order to pay £6.50 to watch a game of football, and I was still in the queue when they kicked off. Eventually I squeezed into a seat in the back row of the stand. I was so far away I could have been watching a game of *Subbuteo*.

Over the heads of the official Sheffield Wednesday supporters I could see a few late arrivals still dribbling in - it was to be the only dribbling I saw that afternoon. Each one of them was individually searched by the police who ended up with a small collection of cans of beer and soft drinks.

Should we be searching football supporters in public? Should the genuine young supporter have to submit to the indignity of being searched in front of the whole world? On the other hand if you are a hooligan doesn't it inflate the ego, make them think they really are important? Make them behave more like the gangsters they already are? I suppose my problem is that I have never been hit on the head by a thrown can of beer. They tell me it hurts, even when it's light ale.

Next week: down among the glue sniffers.

## Step out with my baby

SHEILA THORNTON

I opted out of the system when I was 27 to have a child. From when he was six months old I did odd days at my old school, and was even a three-day-a-week teacher one year when another member of staff was seconded to the local college. But I actually handed in my notice and became what some (male) colleagues deemed "a lady of leisure". Being afraid of vegetating I kept abreast of educational issues, gaining an OU degree, complementing a night school course in BASIC programming, and religiously reading *TES* every week. But while I coped with potty-training, the logistics of playgroups and nursery transport etc and varying lengths of supply work in all types of middle school, others of my age (again mainly male) got a few rungs up the career ladder, got their names known in the right places through in-service courses and interview rounds.

view rounds.

So, I feel dismal about the future. As another academic year has started any vacancies I may get to hear about will be temporary. Next July will probably be the same as the last: a handful of vacancies in the last couple of weeks after all redeployments have taken place. I will continue to plod on, under-used and frustrated, thinking of the teachers I know struggling with large classes to meet the challenge of a multiethnic society, while politicians, bleat on about "falling rolls", ruminating on promoted peers for whom "being in the right place at the right time" meant doing one's preparation after school with classroom lights burning, visibly, not late into the evening after baby finally settled, or being able to take the football team to league games on Saturday morning instead of mounting display work in a cold classroom while trying to keep offspring out of the children's precious drawers and the gerbil cage.

I do look set to remain one of the many in the profession for whom the "average salary of a teacher" so often quoted in the media last term, is a joke, one of those who are abused by temporary contracts of employment and who will never get to even think middle management. In short a Woman Teacher with Family: Supply.

## Is more better?

IAN PLEWIS

Do children who go to well-funded schools, generously provided with teachers, books and other resources, make more progress than those unlucky enough to go to schools which are less well-provided?

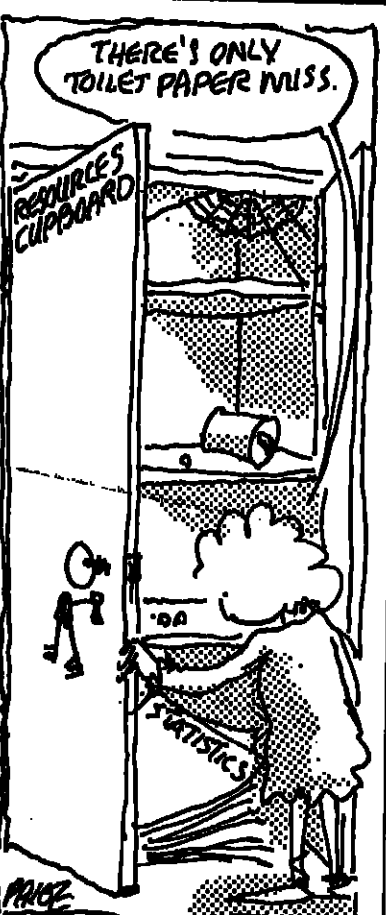
Any attempt to answer this properly would require a definition of educational progress and data on individual schools across a range of local education authorities and on individual children that simply do not exist.

What we do have are some aggregate data for the 961 L.E.A.s in England - the amount they spend on each pupil and the public examination results obtained by pupils in the later stages of their secondary schooling - together with information on the social characteristics of the L.E.A.s. Three recently published research reports have used these aggregate data to see whether there is any relationship between standards and spending. Each of them has concluded that variations in spending by L.E.A.s serving broadly similar populations has no effect on exam results.

The three are (1) the National Council for Educational Standards study by Marks et al. (*Standards in English Schools*) which was published last year, (2) work from statisticians at the DES (*School Standards and Spending: Statistical Analysis, Statistical Bulletin 16/83*) which came out last December although the main results had been leaked a year before, and (3) a monograph by Rodney Lord, sponsored by CIPFA, (*Value for Money in Education*) published in July (see *TES*, July 6).

Marks and his two colleagues look only tangentially at spending and standards, and on the whole, they are cautious about giving much credence to their finding that expenditure and exam results are not related in the 51 (out of 96) L.E.A.s they studied. But when discussing the implications of their results for policy they do state that "more teachers and more money spent per pupil do not necessarily lead to better examination results and are often associated with results which are poor by any standards", which is perhaps more emphatic but still allows that the same children would get worse results if fewer resources were provided.

The DES makes no attempt to draw policy conclusions from its findings but Lord, a special adviser to a Treasury



minister, is less inhibited and concludes that "high spending is no guarantee of a superior education, nor that modest expenditure will necessarily lead to an inferior one."

Both the DES and Lord used the same statistical technique - multiple regression analysis - on essentially the same data, so the similarity of their conclusions is hardly surprising. Looking just at the proportion of leavers with five O-levels, the DES analysis shows that 75 per cent of the variability between L.E.A.s can be explained by social factors. Lord explains only 50 per cent of this variability, but he took account only of measures of disadvantage and excluded a measure of advantage - the proportion of household heads in non-manual occupations - which the DES used. Indeed, Jesson et al. (*TES* August 3) found that more than 80 per cent of this variability can be explained when an allowance is made for children at independent schools.

Clearly, with social factors so important, there is little variation left for spending, or any other variables, to explain. Moreover, Lord's published data show that the correlation between secondary school spending and his measure of disadvantage is high (0.6). This is not unexpected, given that variations in central government

allocation to education have been based on just these measures of disadvantage. And so we see that L.E.A.s exam results can be accurately predicted by its social conditions and that variations in L.E.A.s spending are explained by these social conditions. This combination makes it almost impossible technically for the regression method to discover whether expenditure has an effect on exam performance after allowing for the effect of social factors.

Furthermore, the 1981 HMI report on the effects of local authority expenditure policies on the education service states that "in rather more than half of the L.E.A.s district inspectors reported that parents are contributing funds to a moderate or considerable extent for the purchase of such items as books and materials". Although many parents in the most affluent areas appear able and willing to respond to requests from schools over 40 HMI observations refer to schools in areas of unemployment and other deprivation where headteachers feel unable to seek financial help where fundraising events produce much smaller sums."

Parental contributions as a proportion of total L.E.A. expenditure are of course small, but as a proportion of school spending on books and materials they may be substantial. Because they are likely to be correlated with the social factors, much of the effect that this particular expenditure variable might have on results is lost in the regression analysis.

So even in their own terms, neither the DES nor the Lord reports are at all convincing. Lord's monograph does give a more rounded discussion of some of the issues but the multiple regression models that he has fitted to his data are, to say the least, dubious from a statistical point of view.

*Value for Money in Education* and *Statistical Bulletin 16/83* are poor examples of educational research and statistical practice. Moreover, by looking only at variation in spending between L.E.A.s and ignoring variations between schools within L.E.A.s they cannot be expected to throw any light on the question posed at the beginning. The analyses are conducted at the L.E.A. level and not at the school level. The analyses are conducted at the L.E.A. level and not at the school level. The analyses are conducted at the L.E.A. level and not at the school level.

The results can, indeed, be used to perpetuate the myth that children do not learn more in small classes - and to create another - that spending cuts in education will not affect educational standards.

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Above: part of Easel End history. Right: Frank Tarrant

# GETTING CLOSE

Schools should make children feel good about themselves, the head of ILEA's showcase school tells Angela Neustatter

Frank Tarrant makes his way through the corridor of the John Scurr Primary School, past vividly coloured paintings, drawings of projects, groups of loudly enthusiastic children who attach themselves to his sleeve, asking and telling him things in the same breath, seeking his advice, telling an anecdote.

His popularity is evident; the day a child shrinks at the sight of him, doffs his forelock and answers only when spoken to, he will consider that his style of being a headteacher is failing.

"When I arrived there was, frankly, very little difference between this school and the one I went to as a child. There was a big gap between staff and pupils - children were children and teachers were teachers and that was that. And the belief was that this kind of alienating hierarchy was a good thing."

"So as staff we had a distance from the kids which prevented us, I believe, from answering their needs. And that, to me, is what a school should be about: meeting the needs, very specifically, of its own pupils."

He points to the housing estates, concrete tower blocks and bleak, uncared-for open spaces which make up the school's catchment area in the London borough of Tower Hamlets. "We have to offer something which will help to offset that sort of environment and the lack of opportunity it offers for creativity, for fun, for feeling good. We have to cope with emotional needs, we need to

offer a positive, caring environment in which the children are made to feel good about themselves, and they must get something from school which is appropriate to the lives they will lead."

Mr Tarrant belongs, then, to the genre of headteachers, frequently criticized in today's educational climate, who believe in the progressive ethos, holding that establishing a rapport with children, building their confidence, encouraging them to express individual ideas, to galvanize idiosyncratic talents, to question established and establishment values if they wish, is at least as important as teaching an academic curriculum.

He explains: "When I arrived at John Scurr there was an A stream and a B stream, and one contained the children who, at this very young age, had been deemed the successes and the others already knew they were failures because they hadn't matched up to a very limited, rigid academic criterion. Nobody had stopped to say 'so and so is an interesting person with potential'. Or that a child was clearly a slow developer so needed help. No, the children had been judged."

"Those in the B stream were simply being contained and they knew it - and now three of those lads are inside for murder. I think that somewhere we have to question whether school, the system, is failing that kind of child."

Mr Tarrant's theories and ideas do not appeal to everyone. Since he became head of the school seven years ago, 25 members of staff have left; yet those whose children go to the school support him enthusiastically - the falling roll at John Scurr has been reversed and there is now a waiting list for places; there is strong parent involvement; the level of disruption has gone down - so much so that a visitor from the local authority inquired whether the school had any troublesome children.

And the Inner London Education Authority selected Mr Tarrant as a "showcase" head for a film it was making on Inner London schooling.

He joined as acting head, when the incumbent headmistress took sick leave. He had been successful deputy head of another local school



'Since he became head 25 teachers have left'

and he was released, overnight, to take on John Scurr.

"It was an extraordinary position to be in because I didn't know how long I would be there, just how much I could or should do to the school. It had amalgamated with another school a little while before and although a smashing woman had been brought in to sort out the infants - and she was doing it on exactly the lines I would have chosen - the junior part seemed to me all wrong."

"The children did the same work, out of the same textbooks, sitting at little desks, being hushed up if they spoke or questioned. It all seemed inappropriate, dull and there was no sense of the children getting enjoyment from the process of learning. And that, I believe, is essential - learning is a tool for life and if you learn young to enjoy it, to see the point, then you have that feeling to carry with you."

His first move, as new head, was to do away with the streaming. The classes became, almost overnight, mixed ability groups. There was no resistance from staff, but plenty of parents were upset.

"We had parents suddenly seeing their children who had been A stream being taught by a B stream teacher with children from the B stream, and naturally they thought their child had been put down. And there were parents who just didn't understand why I was changing things. It took a lot of consultation, of talking to parents, explaining the theory to them. But then, I regard that as an integral part of being a head - having a close contact with the parents, involving them in what goes on at their children's school."

"Once I had done this and parents had understood what was going on they became very supportive, and quite quickly we saw a change in the children - the division which had been made just didn't exist. Instead of goods and bads we had a group of kids of very different skills and ways of approaching work, but we saw some interesting things developing."

But if the staff had supported the switch to horizontal teaching, they did not support Mr Tarrant all the way in his plans to make the school less structured, to have a far greater emphasis on arts and crafts, to try to make links with the ethnic communities tighter, and to break down barriers between staff and pupils. Almost immediately some left, and within six months more than 20 had gone.

He felt relieved rather than crushed by this disapproval. "It gave me the opportunity to select a staff who actively wanted to come to the school and I chose those who were prepared to look with me at what was going on in infant schools. By and large, infant teachers are much better trained than junior teachers. By definition, almost, they are child-centred and have the interests of the children at heart. I wanted a staff who was sensitive to children, who understood that organizing classrooms to be attractive for children is an important, if hidden, part of the curriculum which teaches taste, sensitivity, design."

"Some of the applicants clearly thought we were a complete bunch of loonies at John Scurr, but others reacted very positively and as a result I was able to select people who really knew why they wanted to come here, and that has been very successful."

On the day I visited, Mr Tarrant was jubilant at having got rid of a hall full of textbooks. "My predecessor used to see a textbook and buy 50 at once. But I don't think textbooks are relevant to most of my kids' lives. I don't believe there's a body of knowledge which a primary school child needs to know. I believe that by the time they leave us they need to be literate and numerate."

"There's no way any kid of 11 needs to know when the Battle of Waterloo was fought or that they grow coffee in Brazil. What they need to know is how to find out. They need tools and skills to research, to be able to formulate hypotheses through scientific methods and to reach their own conclusions."

"I'm not much concerned if a child has a reading age above her or his chronological age, but I am concerned that they should enjoy reading."



'Those in the B Stream were simply being contained - now three are inside for murder'

# THE DESCENT OF HUMANITIES

John White challenges Sir Keith Joseph to come clean on what all children should learn about the ways of the world



less time to them than others.

I cannot help seeing this last suggestion as of sinister intent. Why should differences between pupils' attainment be stressed in this area when they are not stressed - quite the contrary - in English, maths and science? The DES gives no reason, but it is not difficult to supply a plausible one: in Sir Keith's new society, as in Plato's *Republic*, while the managing classes will not be able to get by without a good deal of nous about political affairs, thus to equip the *holi polloi* would be counterproductive.

But perhaps I am being unfair to Sir Keith. Perhaps he genuinely has a deep concern for the educational well-being of all pupils. Perhaps I have been too cynical in my interpretation of his demand, in paragraph 22, that everyone should study "the principles underlying a free society and some basic economic awareness". He may not mean, after all, some kind of indoctrination in the basic doctrines of a private enterprise economy. He may mean that no one should leave school without a thorough understanding of democratic forms of government, nationally, locally and in the workplace; without having reflected on such principles as universal equality of respect and universal freedom from ignorance, drudgery, poverty and disease which underlie the democratic ideal; without knowing a fair amount about how the economy works, both nationally and internationally - enough at the very least to see that economics is not an autonomous realm whose "laws" must be followed as inexorably as matter follows those of physics, but that it should be subordinate to decisions made on moral grounds.

If this is what he has in mind, he need not waste any energy on wondering what parts of the humanities curriculum may need to be dropped in years 4 and 5. It is plain that there's more than enough material here to keep any youngster fully stretched until at least 16 - perhaps even 20.

Paragraph 22 is importantly ambiguous. Through its obscurity can be glimpsed two very different pictures of our social future. We have the right to expect official documents like this one to be as clear as possible in what they recommend. Could Sir Keith now say what he really means?

*The Organization and Content of the 5-16 Curriculum (DES, HMSO, September 1984)*

*John White is reader in the philosophy of education department at the University of London Institute of Education.*

## The life of a salesman

Gerard Gould says advisers should be explaining the exciting things that go on in schools

I have just retired as a senior area schools adviser and the post which I have vacated will not be filled in the foreseeable future. In a period of cutbacks and other economies in the public sector this is not a remarkable event. What is worthy of comment is the considerable knowledge and understanding of the number of people which could now remain locked up.

Finding out what went on in schools was my principal task. This was not easy. Once a teacher had settled into their box-like space, which all too often served as the secondary school classroom, and the door had been shut, they had entered a secret world into which outsiders were not always welcomed. I did not want to be an intruder; I wanted to be part of this mysterious daily life, to participate in its joys and sorrows, to observe those wonderful moments when a teacher brought the subject to life and to offer help when teacher and pupils did not manage to match each other's expectations.

I could have spent a great deal of my time sitting in the head teacher's office and making my discoveries of the school's life through his or her eyes. I did precisely this on many occasions, and I make no apologies. A head teacher's life is a very busy one, and these days he or she is exposed to far too many pressures - from parents, governors, members of the community, and even

from teachers. Therefore talking to someone who should be disinterested and informed - as advisers are supposed to be - could fill a need in a head teacher's life. But just being on the school premises was not a substitute for participating in the learning process itself.

So I hit on the idea of asking the schools' permission to spend a whole day on pupil attachment. The school would find a pupil of average ability and of a fairly amiable disposition who would not mind having an adult by his or her side for a day. I would accompany the pupil to all the lessons and attempt to do the day's work without making myself too obtrusive. The teachers who were involved were forewarned. If any felt threatened or uncomfortable in my presence, I would respect their feelings and withdraw. This never happened. By observing the pupil I shifted the focus away from the teacher who, as I was told, was aware of my presence only at the beginning of the lesson and then conveniently forgot me. The fascinating process of teaching and learning took over.

I learnt to admire the skill of the good teacher. I shall remember for a long time the young man in his first year of teaching who had organised a highly efficient system of internal examination for the entire year group in a large comprehensive school. Nearly 300 third year pupils assembled in the lecture theatre for an oral German exam presented by this teacher in perfect German. His colleagues were thus free to undertake the administrative and supervisory tasks of an exam without the usual hassle.

On another occasion a part-time geography teacher displayed a rare talent for communicating her subject. This was no show lesson; it was part of an extended project on urban development. I had no idea how geography had changed. A class of third year pupils of varying ability was expected to command a wide range of skills, such as the use of data, compilation of statistics, close observa-

tion, questionnaires and small group discussion. They had willingly done some useful research as homework. The teacher was no longer the fountain-head of all information.

Today's pupils can receive most of the information they want from other sources. What they need from their teachers is skill in handling all this rich material, in assimilating and understanding, in finding an appropriate language with which to express their knowledge.

It would be idle to pretend that all the pupil attachment experiences were as rewarding. The gulf between the good and the inadequate teacher is frighteningly wide. It is difficult to feel respect for the teacher who is consistently and inexcusable late to classes, who by the third term had not bothered to remember the pupils' names, who talked incessantly for 54 minutes without realising that his pupils' attention had been switched off a long time before.

Another benefit of the pupil attachment experience was that it produced some interesting insights into the variety and vitality of a school day. The comprehensive school of to-day is an entirely different establishment from the school that the parents of our pupils attended. It offers wider choices and greater opportunities for the so-called extra-curricular activities such as drama, music and dance. Yet parents and other members of the community still do not know enough of the school in their midst to make objective judgments and to help in a public relations exercise that, in these days of falling numbers, could be the school's safeguard.

In many areas the educational challenge of the eighties is met by declaring a school to be a community school. Good intentions should, however, be followed by proof that a school and its community are prepared to enter into a mutually beneficial contract.

Too often schools are so heavily engaged in their prime objective of educating their pupils

that time for informing members of the community about aims, methods and achievements cannot be spared. People outside the charmed circle still know far too little about the variety of teaching and learning styles that a good teacher employs, about the amount of small group talk that can be elicited from average and below average pupils by skilful teachers, about the whole process of resource-based learning. In other words, our schools need some well informed and respected public relations officers who would interpret all the exciting things that go on inside schools to-day.

I suggest that educational advisers should be used in bringing a school's achievements to the notice of a community. For example, they could play a key role in the organisation of education weeks in local communities. Their chief aim would be to make the public aware of the best practices in their schools. This could involve the advisers in:

- persuading school to give community events a priority with flexible timetables which would allow teachers and groups of pupils to attend at times convenient to working adults;
- helping to plan a balanced programme in which interesting classroom practices could be observed;
- ensuring that the aims, objectives and methods used in these practices are clearly understood by members of the community;
- trying to explain to a sceptical public that the process of learning is an infinitely varied and stimulating activity;
- chairing discussions and giving teachers and pupils an opportunity to explain some of the processes they used to arrive at whatever conclusion they reached.

Moral needs boosting: interesting work is done nearly everywhere; advisers know where. They could put Sir Toby Belch's encouraging words into practice: "Wherefore have these things hid? Wherefore have these gifts a curtain between?"

*Gerard Gould, has just retired as Oxfordshire's senior secondary adviser.*

'Schools need informed and respected public relations officers'



# Review

THEATRE FILMS TELEVISION  
BOOKS BOOKS  
MUSIC THEATRE

**The Printed Word.** By Christopher Small.  
Aberdeen University Press £4.90. 0 081 025767 4.  
£9.50. 025766 6.  
**Computer Power and Human Reason.** By Joseph Weizenbaum.  
Penguin £2.95. 0 14 022535 8.  
**The Penguin Computing Book.** By Susan Curran and Ray Curran.  
Penguin £5.95. 0 14 046599 5. Allen Lane £10.95.  
**Micromania.** By Charles Platt with David Langford.  
Gollancz £7.95. 0 575 03419 X.

In Plato's *Phaedrus* we read how Thoth, credited in the Egyptian myth with the invention of writing, is rebuked by the supreme god, Thamus: "As for your wisdom, your pupils will have the reputation for it without the reality: they will receive a quantity of information without proper instruction. . . . And because they are filled with the conceit of wisdom instead of real wisdom they will be a burden to society."

Christopher Small's engaging history of the printed word quotes this to make the point that the arrival in Europe of printing in 1450 only exacerbated this problem, especially as it regularized much of the richness and variety of earlier languages. On the other hand, he concedes that "the compensation in a language of rapid growth and change, accelerated by print, was greater than the loss". This has most evidently been true with English.

Print made the distribution of recorded data lateral rather than linear. Through it, many could encounter the same information at the same moment, which in itself had far-reaching social implications. Even writings which predated print, such as *The Canterbury Tales*, took on new social meaning thereby. Inevitably the printing-press came to be seen principally as a tool of political policy. This explains the punitive licensing and stamp acts which for centuries in this country taxed and regulated print, particularly newspapers: in 1828 *The Times* cost 7d, and 5½d of this was tax.

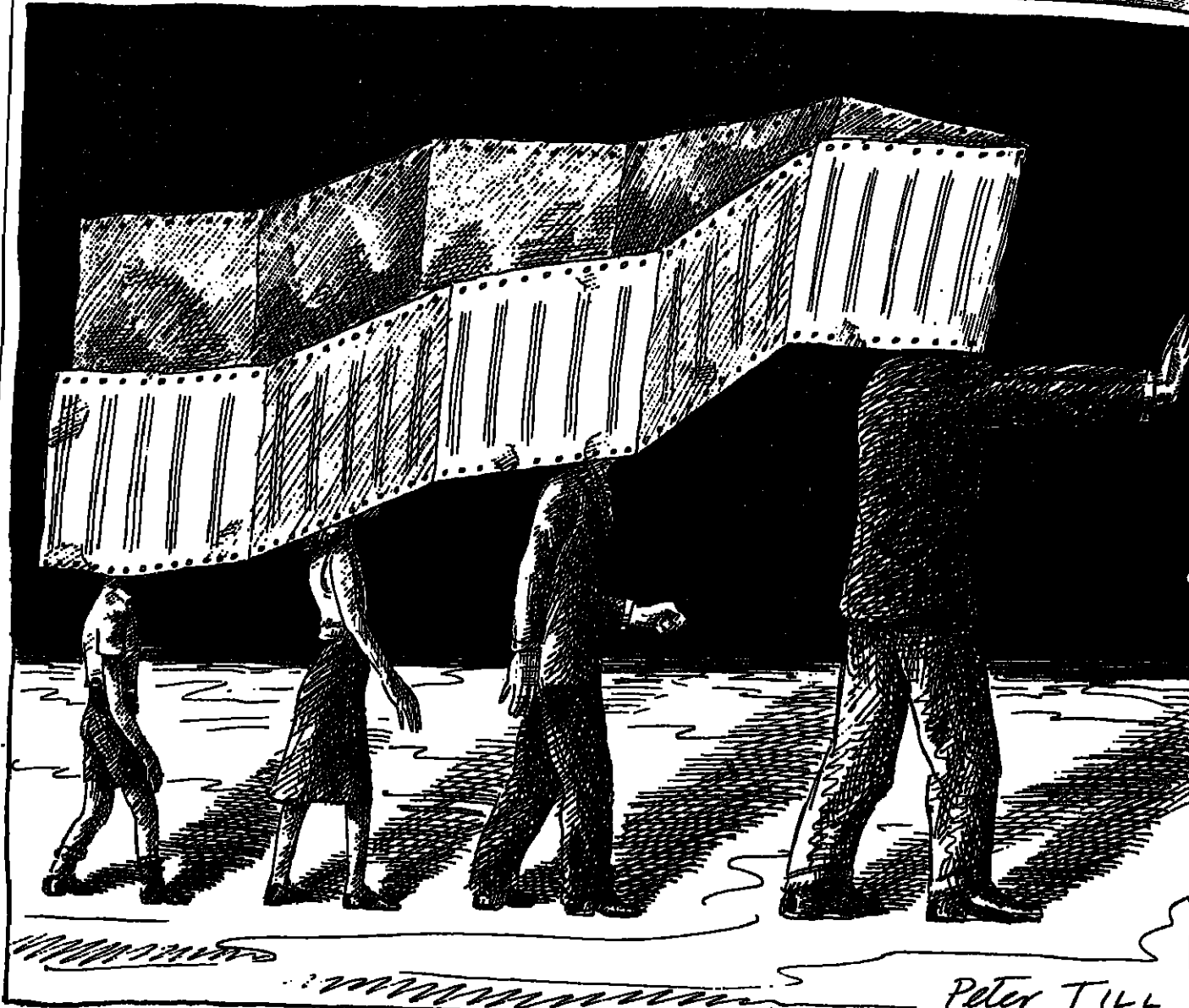
The present world-view of journalism, Christopher Small points out, actually has an effect opposite to that it claims: "Newspapers sell themselves by selling their world-view, precisely that view which tends to make the public less, not more, observant, well-informed and critical; less and not more concerned with the truth or otherwise of what is being told." Today, he adds, "the consumer of mass-print, where communication is at its most general, is deprived both of the riches of language, and, much more damagingly, of confidence in any language as a means of conveying truth".

Small has little to say about the impact of the computer on print—surprising as his own book (in itself, not particularly pleasing from a typographical point of view) was undoubtedly composed on a computer-controlled photo-typesetter. Although the typewriter is briefly mentioned, he leaves unexamined the far more significant development of the increasing use by writers of word-processors which can effectively transform an author's thoughts into typeset book with no editorial intermediaries. British publishers have been amazingly slow to wake up to the implications of this fact, one which must effectively revolutionize the entire publishing and printing industry.

One of the US pioneers of the home computer, Adam Osborne, observed recently that people today exaggerate the social impact of the computer which, in his view, is in no way comparable to that of the motor car. Ten years from now most computers will be "dedicated", hidden within the machine they control, and merely taken for granted, at least by the non-technical user. Word-processing and data-base programs of today will be built into tomorrow's typewriters, just as spreadsheet accounting programs will be built into tomorrow's calculators.

Today, however, we are led to believe that computer "literacy"—understanding how computers work and how to program them—is an essential part of education; and that the child who grows up lacking this facility will be left behind in the race of life. Eighty years ago it might similarly have been argued that everyone who wanted to drive had to be able to design and build a motor car—who knows, there may even have been people in the fifteenth century with similar views about aspiring readers of print needing first to learn the principles of type-founding and paper-making.

But for now, earnest parents worried about computer "literacy" would do better to urge their children simply to master the basics of touch-typing. The real problem is whether they should learn the old QWERTY keyboard or one



## The denunciation of Thoth

Philip Davies Roberts on the fatal attractions of 'computer literacy'

of the far more efficient layouts of Dvorak and others.

Joseph Weizenbaum's book touches on the irony of computer "literacy", his main concern being to understand how and why the modern public has been so ready to swallow the line that the computer can solve every problem. Weizenbaum was the creator of the now-famous ELIZA program which responds to user input with remarks suitable to the context of Rogerian psychoanalysis: "Can you think of a specific example?" or "Tell me more about X" ("X" being a key word just typed by the human participant). What disturbs Weizenbaum is the response of a number of real (that is to say, human) psychoanalysts to such programs: "Because of the time sharing capabilities of modern and future computers, several hundred patients an hour could be handled by a computer system designed for this purpose," was one typical reaction, apparently in all seriousness.

To Weizenbaum, assumptions about the possible use of computers as substitutes for interpersonal respect, understanding, and love, are as obscene as assumptions about its possible use to monitor or control an animal's visual system and brain. He is particularly scathing about those who yearn after Artificial Intelligence, or computer recognition of human speech—ostensibly a useful development, but not when one realizes that its first applications, already planned, will be to control nuclear and other weapons, and to monitor the phone conversations of entire nations.

At the heart of the problem is the unthinking "hacker" or compulsive programmer, whom Weizenbaum tellingly compares to the compulsive gambler. The appeal of the computer, he says, is "to precisely those who do not yet have sufficient maturity to tolerate long delays, be-

tween an effort to achieve something and the appearance of concrete success. Immature students are therefore easily misled into believing that they have truly mastered a craft of immense power and of great importance when, in fact, they have learned only its rudiments and nothing substantive at all". How clearly the denunciation of Thoth is recalled.

Weizenbaum's ultimate appeal is for the individual, and in particular the teacher, to take a stand against all obscene and immoral uses of the computer, particularly, as in modern warfare, where the computer removes the individual from the consequences of his actions. "The computer is a powerful new metaphor for helping us to understand many aspects of the world, but" he insists, "it enslaves the mind that has no other metaphors and few other resources to call on." The myth of "computer literacy" may never have been so clearly revealed for the sham that it obviously is.

*The Penguin Computing Book* is mainly for the technically-minded, but it could be a useful buy for anyone wishing to understand the limitations of computer science. As a reference book it has flaws. The ASCII table (of standard binary character codes) is useful enough, but why are only upper-case characters given? One type of microprocessor (the "heart" of the computer), the 6502, is examined in detail, but others such as the Z80A are actually more widely used—and in any case, a comparison between the two would in itself have been far more instructive. (One computer which uses the Z80A [the TRS-80] is discussed, but only superficially.)

A much more practical book, especially for the beginner, is *Micromania*, a light-hearted look at the whole home computer rage. My favourite bit comes in an extremely candid and useful review of a range of popular microcomputers. Sentinels

between the Apple Lisa (overpriced and totally incompatible with every other machine on the market today) and the Commodore 64 (good value, but essential "extras" overpriced and inefficient), we find the Brute, actually designed to be user-hostile. The Brute comes "with a numeric keyboard only (hexadecimal numbers from 0 to F), and its only display is a set of LEDs. To type text (eg for word processing), the operator must enter the hexadecimal ASCII code of each individual letter. There is no backspace, and any operator who enters an invalid statement is punished with a sudden, sharp jolt of 220-volt mains current".

The most trenchant "joke" is saved for the end: a future child, Jane, discovers in an old trunk "a very clever kind of story-telling gadget. It doesn't need batteries, contains almost a magnum of data, generates no system noise, and is small enough to carry anywhere. You can access it instantly, at any point, and you can back up or skip ahead, in moments. The data-transfer rate is about 250 baud—slow by computer standards, but at least twice as fast as a talking tape. The storage medium is permanent and unaffected by heat, cold, or magnetic fields. It should last at least half a century, perhaps longer. No extra equipment is required to use the gadget; it's fully self-contained. The only snag is that you have to be a skilled operator to use it, and Jane doesn't have that skill. Alone in her aluminium room, she sits and stares dumbly at the pages of what her grandmother used to call . . . a book."

Philip Davies Roberts, a former journalist, poet and publisher, now writes books on a word processor. His latest, *Joyful Noise: The Elements of English Poetry*, will be published by Penguin in this year.

## Still watching

Nineteen Eighty-Four (15)  
Odeon, Haymarket

Communists are optimistic about the strength of the working class, anarchists about the power of reason, but about the durability of the human spirit. What is depressing in Orwell's utopia, is its refusal of all these: his heroes, last repository of the human spirit, are cowed and impotent, while truth and reason are just a matter of conditioning. The rats that Winston Smith encounters in Room 101 have surely escaped from the laboratory of some behaviourist researcher.

Michael Radford reconstructs Orwell's vision of the future without the benefit of hindsight. His adaptation of the novel, made in the very months of the very year Orwell described, shows our world seen from the Forties. This postwar nightmare of drabness and conformity, with Big Brother looking more like Clement Attlee than Joe Stalin, takes no account of microchip technology. Even its endless wars are fought without the magic of cruise missiles (they would hardly be endless otherwise,

would they?) and the details (television screens, lag packets, bomb-sites, microphones) read like a sly dig at the British cinema's taste for nostalgia. This is close to what audiences of the time went to the flicks to escape from. It is a relief to walk out of *Nineteen Eighty-Four* into 1984.

It is also Richard Burton's last film, a reminder of his extraordinary presence. At his best when required not to be himself, he is at his best here, not bidding to outact John Hurt, whose Winston Smith is painfully good. With Suzanna Hamilton (Julia), they make a cruel thesis watchable and, in Burton's case, make the language in which it is framed almost alluring. But you will get few laughs: the audience with which I shared the Odeon cinema listened dumbly, like members of the Outer Party, even to the litany of confessions on the telescreen ("I deliberately contracted syphilis" raised no titter of disbelief in either group). Faithful to Orwell's uncomfortable vision, which it never patronizes, this is the truest tribute so far from 1984 to the man who invented the year.

Robin Buss

## Sounds in harmony

United Jazz and Rock Ensemble.  
Contemporary Music Network Concert, Bloomsbury Theatre, October 10.

The Contemporary Music Network must be an acknowledged pioneer in bringing about a fusion of musical styles. It was once considered impossible and even undesirable to unite. What better way to start their autumn season of tours than with an explosion of light and sound from a group encapsulating the best of two idioms, devotees of which once regarded each other with deepest suspicion—jazz and rock.

Jazz, an analytical and essentially personal art form, can easily distance itself from an audience if it becomes too self-indulgent; rock, exuberant rather than intellectual, is a total experience. Yet both these styles have their roots in Afro-American music, and it is this common origin the United Jazz and Rock Ensemble seek to exploit. A talented group, all are soloists and composers, well versed in classical, jazz and rock music. All the more remarkable that no one performer

seemed to forget at any time that he or she was an ensemble player with a duty to communicate with the audience, never allowing improvisations to become boring or out of control.

The evening was a delight because we were never certain whether a jazz or rock number would follow as each member of the group stepped forward to introduce music, composer and soloists. The styles were not always easily compartmentalized: Barbara Thompson's appealing *The Return*, a slow rock number with some deft recds playing from the composer herself, *Tropic of Capricorn* with its flowing piano part (Wolfgang Dauner on keyboards) being more in the jazz rock idiom. Other numbers, such as *Rip Off* (featuring trombonist Albert Mangelsdorff), were more distinctly jazz (at times I felt the brass sound was spoiled by over amplification). Darker offerings such as *Lady Bountiful* (with guitarist Volker Kriegel providing a heavy beat) and *Sometimes in Silence* by Eberhard Weber, who can with justification claim to have helped to establish the bass as a front line instrument, contrasted with Jon Hiseman's aggressive drum obligato which

ended the programme. Reeds players switched easily from sax to flute and Volker Kriegel, one of the few members of the group to be a rock musician first and foremost, kept an insistent rock beat throughout.

A school or amateur rock band could learn much from this superb ensemble, which should not be missed.

Philippa Davidson

The Jazz and Rock Ensemble have four more concerts in their current tour: York University (October 19), Sheffield University (October 20), Kendal Leisure Centre (October 21), and Newcastle People's Theatre (October 23).

Inform is a new magazine for teachers and further education lecturers in the North which will cover arts event of educational interest. Its inaugural number runs the gamut very confidently, dealing with dance workshops, film screenings, exhibitions, and touring schedules. Sponsored jointly by the Arts Marketing Office and Northern Arts, it is available free from Arts Marketing Office, 10 Osborne Terrace, Jesmond, Newcastle NE2 1NE.

## Dutch echo

The Age of Vermeer and de Hooch: Masterpieces of Seventeenth Century Dutch Genre Painting.  
Royal Academy until November 18.

In conventional histories of art, Dutch seventeenth century genre painters are uncomfortably placed beside their more famous Baroque contemporaries but they deserve attention on their own. Eschewing rhetorical pomp and ceremony, they focused their attention on small-scale, detailed depictions of everyday events that collectively amount to an almost complete picture of society at all levels, from Brouwer's rude peasants to ter Borch's elegant ladies and gentlemen. The prolonged war of independence from Spain that made the military ever present is reflected in pictures like Dicks's "Soldiers Arming Themselves" while Holland's essentially mercantile interests are explicitly stated in Mees' "The Account Keeper".

These are not, however, simply slices of life. For all their very evident skill and finesse in representation, almost all these artists go beyond appearances, choosing the most telling incidents and gestures whose meaning they elaborate upon through the convincing use of symbolic objects. The "Easy Come, Easy Go", is undoubtedly part of the setting but in showing fortune between two boats, one wrecked, Steen gives an allegorical dimension to his otherwise domestic



Johannes Vermeer: "Girl with wineglass" c 1658-61

scene. As with Hogarth's later moralities, paintings like these need to be read as well as seen.

To ensure that we come close enough to do this, the Royal Academy has reduced the proportions of its own very grand rooms by lowering the ceilings and raising partitions to create a series of receding spaces that echo those in many of the pictures on the walls. The organization of light and space are characteristic features of Dutch genre painting but if de Hooch's

## ARTS



John Hurt as Winston Smith

## Laughter lines

Henry IV Part I.  
Oxford Playhouse Company, Oxford Playhouse.

In *A Yorkshire Boyhood*, Roy Hattersley records that when, being interviewed for a place reading history at Leeds, he admitted that he had never found the "great comic figure" of Falstaff the least bit funny, Bonamy Dobree immediately offered him a place in the English department. Children all over the country this year will be expected to turn in essays on the comic qualities of a character who will appear to them insufficiently long-winded, in situations that seem ponderous and laboured. Falstaff's introductory scene with its long conceit about the moon can lead into a dreary round of characters slapping each other on the back, making incomprehensible old puns and telling each other how funny they are. It is the best achievement of this quick-witted and enjoyable production and it rescues Falstaff for laughter.

By the time Falstaff returns from the debauches at Gadshill, the audience is rocking itself with delight at Reginald Marsh's alert portrayal: a performance that is full-bodied in every sense. Marsh plays Falstaff with zest but also with a tinge of regret: his outrageous old rogue, puffing and blowing like a

grampus, makes us understand what Hal means when he says, "Were't not for laughing, I should pity him". But the laughter comes first, and comes frequently. Discreet and artful cutting by director Richard Williams has made the comic scenes sing.

What is more, Williams has given the play's political scenes a remarkable sense of raw urgency. Sam Dale's Hotspur, a sulky, explosive package of "quick conceiving discontents" is a creation of vigour and intelligence: he spits out his words like so many pebbles blocking the free passage of air to his lungs. John North's Chilly Worcester is a perfect foil. Kevin Wallace, insouciant as Hal, makes a good fist at showing the Prince in the roisterer, while John Boswall's Henry IV, setting about his son and his subjects, manages to be both forbidding and slightly frightened.

This is a straightforward, unfussy production that moves with purpose and pace and, in the comic scenes with both Falstaff and Glendower (Geoffrey Drew), has a sense of timing that accommodates Shakespeare's tough and intricate language to the expectations of an audience attuned to the slick rapidity of television. It is at the Oxford Playhouse until November 3, and at the Theatre Royal, Bury St Edmunds from November 26 to December 1.

Neil Philp

## Crime and punishment

Judging Billy Jones.  
Triangle Youth Theatre, Birmingham.

Les Smith's new play, commissioned for the Triangle Youth Theatre to present at the Birmingham Theatre Festival, takes a brave, clear-eyed look at that disturbing element of adolescence, bullying, and confronts it in one of its most extreme forms, in the power structure of a group of teenage boys in a remand home.

"I don't like it in here." The oft repeated whinger of newcomer to the dormitory, Billy Jones, jangles the nerves of audience and inmates alike as the tension among the boys mounts with Billy's catalytic effect upon them: the nature of his crime, (he'd attacked a nine-year-old girl with a knife), and his childish simpleness can't be absorbed into the "normality" of their

system. The boys turn to the form of coping with the irregular which is most familiar to them—the trial—and with a chilling comic care for the ceremonial niceties of Court procedure, try Billy, find him guilty and prepare to hang him. It's a process which drags to the surface all their complex, deeply buried emotions and frustrations and forces us to look at the role of adult behaviour in shaping theirs.

The authenticity of the writing and Kate Organ's direction draw from the cast of eight teenage boys performances of startling quality, in particular Bill Douglas as the power-hungry Strachey, Peter Finch as the helpless Billy and Dominic Rickhards as the verbal pugilist Weston.

Ann FitzGerald

November 8-24 Arthur Miller's  
**DEATH OF A SALESMAN**  
with Ray McAnally, Louise Ramsey, Brendan Price.

**The Belgrade Theatre Coventry**  
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An artist in school: Richard Burns conducting a poetry workshop at Holy Cross primary school, South Ockendon.

## Froth and scholarly wit

Love's Labour's Lost,  
RSC Stratford Upon Avon.

If the imaginary kingdom of Navarre had had a TES, the events of this early comedy would have made the front page: "King to devote three years to study - Celliacy vows taken at court." Naturally nobody is expected to believe that the king and his noble friends (who in this production resemble sixth formers in a sudden panic about A levels) will stay the distance. This becomes even more evident when the beauties from the French court arrive on the scene to tempt them away from their studies.

Barry Kyle's picturesque *fin de siècle* production emphasizes the passing of time - the odd autumn leaf falls

haphazardly every so often - and draws some magnificently fresh characterizations, particularly from Kenneth Branagh as the romantically inept King, Edward Pothebridge as the flamboyant Don Armado, played as a lovesick Vincent Price, and Josette Simon as the mischievously sophisticated Rosaline. One can't help thinking, watching Branagh and Roger Rees as the comically tortured Borene that this production is a welcome release from the rigours of *Henry V* and *Hamlet*, respectively. The night I saw it, Branagh was momentarily affected by a fit of (genuine) giggles.

However, all the comic froth is riddled with somewhat indigestible lumps of scholarly wit, with which the cast seems to struggle in a rather over-conscious attempt at clar-

ification. Trying to coax twentieth century laughs out of distinctly sixteenth century academic humour is a process fraught with difficulty, so much so that there's an almost palpable sense of relief when the play swings into the last act of silly disguises and comic masques, punctuated by the sombre news of the French Princess's father's death.

The final wintery songs are beautifully handled, the stage becoming a fading tableau that signifies the passing of summery youth and the cold realities of maturity. It all looks wonderful (with immaculate timing, the autumn leaves are falling outside the theatre in Stratford as well as in) but like true scholarship itself, it can be just a little hard going.

Nick Baker

## Jazz age

Interest is belatedly developing in the history of British jazz - both the "ethnic" genre and the impact of Americans and others who have formed in this country. Jim Godbolt's witty *A History of Jazz in Britain 1915-50* (Quartet £14.95) conveys, in words and photographs, the essential atmosphere of the period, including the often fatuous attitudes taken up towards this "subversive" music by arbiters of official cultural taste. He has worked long and hard with his sources, and the *Melody Maker* has clearly been an invaluable aid. Godbolt has no hesitation in commenting on the often appalling technical standards that prevailed in this country for much of the time: a state of affairs that began to put to rights at the very end of the Fifties.

Bill Luckin

**RSC Bill Bored?**  
never!

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The third RSC/W H Smith Youth Festival.  
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**WITH** Celia Kelly, Kenneth Branagh, David Edgar, Ben Kingsley, Ian McDiarmid, Patricia Routledge, Josette Simon and Patrick Stewart

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## Playground tension

Things That Go Bump in the Night,  
Unicorn Theatre, until 27 October.

In German Grips means nous or savvy, even street credibility. It is also the name of the country's leading young people's theatre company. Fittingly too, if the raunchy, energetic teenagers show writer/director Volker Ludwig and the company brought to London last year was anything to go by.

Ludwig's plays are just not like other young people's theatre; they ooze street credibility. Even *Things That Go Bump in the Night*, a show for primary-age children translated by Roy Kift and now at the Unicorn, is completely original. Forget all about the ghouls and ghosts the title might suggest though: it is about one-parent families, race and playground tension. Not that this spoils the fun. Young Ellie and Eddie's first encounters with Peter the black boy they meet on the local playground are

full of the usual sub-teenage fights and squabbles. Only gradually is the sociological background revealed. We learn that Ellie and Eddie's father has left home (taking the sofa - his sofa - with him); that their harassed, liberal mother is trying desperately to stop Ellie becoming "telly-mad"; and most frighteningly of all that Peter is often beaten for not getting on with his step-mother.

In a series of richly comic scenes and songs the differences between the two young people's theatre, they ooze street credibility. Even *Things That Go Bump in the Night*, a show for primary-age children translated by Roy Kift and now at the Unicorn, is completely original. Forget all about the ghouls and ghosts the title might suggest though: it is about one-parent families, race and playground tension. Not that this spoils the fun. Young Ellie and Eddie's first encounters with Peter the black boy they meet on the local playground are

Hugh David

## Endpage

Joan K Harris reviews Maya Angelou's *I Know Why the Caged Bird Sings*; Barry Cole on some recent poetry anthologies, page 48

## Next week

John Dunn reviews Tony Benn's new compilation, *Writing on the Wall*; and Jonathan Mirkay reviews William Shakespeare's *The Quality of Mercy*, together with two other studies on recent events in English literature.

## Denmark: a cool account by Hamlet

A Generation of Schooling - English Secondary Schools Since 1944. By Harry Judge. Oxford University Press £12.50. 0 19 219175 6. £3.95. 219175 6.

One of Harry Judge's grandfathers, the Welsh one, was an Attendance Officer, paid for seeing that children did what the author's other grandfather, the one who lived near Banbury, had no opportunity of doing. That was around 1900, when Mr Judge's father won a junior scholarship at Thame Grammar School, and "only nine per cent of his contemporaries were receiving full time education of any kind". We look back 80 years in the story of secondary schooling in England, and the remoteness of the scene is barely to be reconciled with the shortness of the distance. Mr Judge's purpose is to cover the ground only from 1944, but the sense remains of the very near being the startlingly far off. Only 19 years ago, he points out, the idea of a comprehensive school still seemed novel, so that a newspaper could seriously observe that when the Queen opened such a school, the word "comprehensive" was naturally not mentioned in her presence.

Mr Judge has set out to weave the story of the family's experience of education, but particularly his own, with the intricate history of educational change. The history he manages with considerable clarity, which, given the tangle it is, is in some respects a real achievement. He says some things most neatly, as when he speaks of the distress caused to some by the question: When is a sixth former a sixth former? Many who'd begun to claim this title were felt to be "ghostly and elderly fifth formers". He crisply characterizes the bemusement of a number of those involved with the Royal Commission of the Public Schools; they had become "unclear as to whether the public schools should be abolished because they were good or because they were bad". (He himself believes that problem to be "both real and insoluble".) Of R H S Crossman, a dominant character in his story, he says that "the rarely seemed happier than when intolerantly defending propositions in which he did not believe".

The need to tell a coherent tale in a brief space leads to some inaccuracies, though one understands what he is saying. It is simply not true that "nobody could find a good word for the secondary modern". He is able to speak with particular interest about the nervous and breathless growth of schemes for reorganization, having been headmaster at Banbury. He knows the corridors of power and, in

talking of such things as Rate Support Grant (to this day, he says, understood by very few), he holds our elbows firmly while conducting us on a tour of the explosion, partly sociological in source, that blew the immediate post-1944 pattern to pieces. (Though I suspect all that could be set aside and much the same tale told in terms of the exhaustions of the Fifties being followed by the new energies of the Sixties.) His prophecies are sensible and interesting: for example, that before the end of the century, secondary education may be completed at 16, to be followed by a perfectly separate tertiary system.

But for all the urbane virtues of this book, I must say that in the end I winced from it. It is like being taken round a familiar battle field by a military historian of excessively cool temperament. It's all there except the roar, the bang, the scuffle and the bloody death of friends. Words still not in disagreement are used as historically descriptive terms. In another sense, it's a little like reading a calm account of Denmark written by Hamlet. Heavens, one thinks, surely his experiences do not allow him to be quite so detached. I suspect that this degree of aloofness, by a participant so close to the events described, must lead to results curiously false.

The books are balanced before their time: and Mr Judge bows in far too many directions. He says for example that progressive ideas in the primary school were too much for "ill-prepared teachers". But those ideas were partly a response to a situation in which conventional and trusted ideas were too much for ill-prepared teachers. This book in its composed fashion may reinforce the notion that the contraption of a system cannot help but lead to bizarrely admirable forms of madness, narrowness, a hard headed return to the so-called basics. But this is surely the entire civilized question. Try replacing the word "hard headed" with such a word as "narrow spirited".

The problem seems to be twofold. In admitting his grandfathers and his father and indeed his own children to the story, Mr Judge has introduced the note of incalculable oddity that is the consequence of humanizing any history. The tone is at odds with his story. And then, to tell the story largely in terms of ministers, administrators, the great arrangers of public affairs, is to suggest that such a deep subtlety as education is largely a matter of bureaucratic determinism. What has really been going on in our schools since 1944 is desperately less tidy than that.

Edward Bliseth

## Mixed memories

Blue Remembered Hills: A Recollection by Esmery Sutcliffe (Oxford University Press £2.50) is a painful but dispassionate childhood memoir by the distinguished historical novelist. Lucid description conveys not only scenes and events but also the emotions associated with them: disorientation by still's disease; schooling at Miss Beck's Academy; a brief, rich, doomed love affair; a possessive, loving, difficult mother who "thought to her dying day that the knew and always knew about me"; the making of an

The Penguin Collected Stories of Isaac Bashevis Singer by Isaac Bashevis Singer (Penguin £4.95) contains 47 matchless and almost flawless tales in which the Jewish supernatural is used to shape and give access to the natural lives of real people, loving, sinning and suffering. No contemporary writer does less to achieve this. By Sybil Cole

field (Virago £5.95) is a dual biography of two friends who lived contrasting and in some senses complementary lives: the retiring novelist Flora Mayors (The Third Miss Symonds, The Rectory's Daughter) and the energetic political activist Mary Sheehans (Secretary of the Women's International Suffrage Alliance, etc.). It is an interesting exercise in feminist history through biography, showing how these two women acquired and maintained the "resilience and stamina" to avoid the stereotypical "spinster's" role that awaited them.

Worstward Ho by Samuel Beckett (John Calder £3.50) is the lugubrious latest attempt to "fall better exile's latest attempt to 'fall better' with worsening words". Death - or rather, extinction - is once more the focus of Beckett's hypnotic orderings of images and phrases. The nearest English prose has approached to the pure patterning of music.

Neil Phillips

## Bury it!

The Politics of Socialism: An Essay in Political Theory. By John Dunn. Cambridge University Press £15.00 and £4.95.

"The best of socialist parties is, in the end, only a political party. And the best of socialist governments is, in the end, only a government. No politician, no party, and above all no government, however trustworthy and well-intentioned it may be, has any justified political title to protect itself against the possibility that trust will in due course seep away." As this quotation implies, Dr Dunn's book is first and foremost a defence of democratic socialism against its authoritarian or revolutionary competitors. To Dr Dunn, the judgment of the electorate appears, like peer review in academic grants, to be a salutary and valuable form of discipline. He insists, for example, that no party has a natural right to represent a class: it must convince the members of that class that its claims to represent them are soundly based. Its failure to do so must be taken as its own failure, not that of the class concerned.

To those of us who, like Dr Dunn, are brought up in the classic political theory tradition which has formed western liberalism, these propositions, if welcome, will be reasonably self-evident: for 95 per cent of us, Dr Dunn is preaching to the converted. Whether his words will have any effect on the 5 per cent he needs to convince is not for me to judge.

The author raises a more perplexing question when he says that "between any forms of socialism that actually exist and any form of socialism genuinely deserving of the title there falls an impermeable curtain of darkness". In fact, a socialist society is a utopian vision which we are not able to describe. Perhaps, Dr Dunn should have asked the parallel question: is "capitalism" just an equally utopian vision, with no more objective validity than "socialism"? Are we, in fact, discussing nothing more substantial than the difference between the twinkle in Mr Livingstone's eye and the twinkle in Sir Keith Joseph's eye?

If we search for a true "capitalist society", this is perhaps as hard to find as the utopian "socialist society"? Most societies, as a matter of convenience, have found that some things need to be organized on principles other than free market ones. To take Dr Dunn's example, blood banks and hospitals are not easily run on free market principles (the experience of the US, which attempts to run both on free market principles, merely confirms his point). Yet even in the US, the Chrysler Corporation, which in a true market economy would have gone to the wall, is still in business. When the economic power of the Pentagon as monopoly purchaser, US farm policy, Federal disaster aid and numerous other things are considered, it may be possible to argue that the State has a greater control of economic life in the US than it does in the UK. This proposition is of course questionable,

but I hope it makes my point that it is not self-evidently absurd. The growing complexity of modern economic life, and above all the process which Americans might call "the socialization of war" perhaps inevitably increase the role of the state in economic life to the point where the classical "free market" becomes a pipe-dream.

Yet if "capitalism" is a utopian vision, so surely is "socialism". Dr Dunn draws attention to the almost complete absence, throughout the world, of any truly socialist agriculture. Moreover, in any industrial society, industry needs capital, and Dillas was perhaps right that those who provide and control the capital, even if they do so in the name of the proletariat, necessarily thereby occupy a special position in relation to the means of production. Those who describe the Russian economy as an example of "state capitalism" raise a very big question indeed. Maybe, then, George Brown was right when he said in 1966 that "I think we all accept that for the foreseeable future we're living in a mixed economy: there's some dispute about the proportions of the mixture, of course, but this isn't a fundamental issue of principle". Once this is accepted, perhaps, the words "socialism" and "capitalism" can be buried in a long overdue oblivion. Or perhaps, like St Pancras Station, they should join those great *Victorians* which are preserved for their historic interest, but acknowledged, in the modern world, to have outlived their practical usefulness.

Conrad Russell

## After-care

Counselling Adolescents, School and After. (Second Edition) by Anne Jones. Kogan Page £5.95

This book is a revised and updated edition of the author's earlier book *Counselling Adolescents in Schools* published in 1977. The first seven chapters of the second edition correspond with the earlier work which has rightly become regarded as a manual for all involved with pupils in schools.

Anne Jones is an active practitioner who has observed much and thought deeply about what goes on in schools today. She writes: "Even more devastating, the influence of the pastoral 'crisis' spread to the very heart of the school. And so there seems to have developed the 'do-it-for-you' rather than the 'do-it-

yourself' syndrome, epitomized by the ubiquitous worksheet, so often patently slim and undemanding even on those occasions when it is well reproduced."

But it is the "After" section of the book that is new. This section describes a counselling approach to the curriculum, with particular reference to Youth Training Schemes (YTS) and pre-vocational education. Anne Jones tells of the work of herself and her colleagues at Cranford Community School in the field of pre-vocational education. She writes convincingly and enthusiastically, leading us through the world of MSC, YTS, BEC, TEC, FEU, C & G 365 and YOP and quotes from case histories of success with boys and girls who "had the usual clutch of Grade 4s and 5s" (at CSE).

I, however, agree with the opinion put forward in *English in Education*

(published by the English Department, Institute of Education): "However, it is not a coincidence that those occasions when it is well reproduced."

How deep and how long-lasting are these achievements? And even if these schemes are not a sham, will this government put into them the necessary capital and human investment to make them successful? In any case this book has an excellent, comprehensive bibliography and a very useful appendix on a common core of skills for vocational preparation.

Dick Hook

## CHILDREN'S LITERATURE

A Visit to Grandpa's and other stories. By Dylan Thomas. Illustrated by Robin Jacques. J M Dent £5.95. 0 460 06154 2.

"Who Do You Wish With Us?": "Extraordinary Little Cough": "A Child's Christmas in Wales": Dylan Thomas's lyrical evocations of childhood and adolescence are deservedly cherished both for the poignancy and

perception of their comedy and for their linguistic wizardry. They remain fresh and funny, and the young audience at which this handsomely produced book is aimed will surely succumb - as I did as a young teenager - to the blandishments of the Thomas voice, the unique rhythmic swell and verbal exuberance of the Thomas style. His affectionately ironic recollections are written with studied brilliance: his paragraphing alone compels admiration.

Some may feel that the brilliance is too studied: that Thomas's stance towards his characters and their milieu, the mockery of his intoxication with "the colour of saying", trivializes them. The stories are so good in their way - so repeatedly enjoyable - that it seems futile to react against the

manufactured quality of their nostalgia, and against the heady allure of their rhetoric. Yet there remains a feeling that in seeking solely to charm his audience, Thomas was employing not serving his talent. The "sullen art" of the poetry is replaced in the prose by facile wistfulness.

Whatever the final judgment, one would not like to think of anyone passing through their teens without encountering Thomas, and the eight stories in this volume - including five from *A Portrait of the Artist as a Young Man* - provide a good place to start. Robin Jacques's drawings are rather static and formal in his familiar style, but they capture well the period feel and flavour of the texts.

Nell Phillip

## lingo

In response to a recent Lingo on "foreign" foreign language, Mr Richard Saffron of Tarnworth kindly sent me a couple that are genuine enough but are pretty examples of "redneck" borrowing. "Redneck", a fashionable nineteenth-century word in English for various cow-like garments is French *redneck*, which in turn is a French borrowing of English *riding coat*. "How dare they steal our words," Saffron then gives them back! "Redneck" is a French word in mock reproach

of such Gallic perfidy. Happily, such goings-on are the very stuff of language. "Discotheque" shows an exactly reverse circularity. Coined in France in the early Thirties on the model of *bibliothèque* to denote a place where gramophone records were kept in classified order, in the Fifties it was borrowed into English to denote an establishment for dancing to records. Around 1960 the French borrowed it back or at least imported the English meaning along with the institution it described.

Mr Saffron goes on to ask if I know of any English/German equivalents and "if not, why not?" I do not, and I am assured more than once that the origin is French *toilette à l'heure*. Alas, urduish etymologists look askance on this inviting cross-Celtic resemblance and persist in regarding "toodle-oo" as a development of *tootle*, imitative, so it is said, of a car horn - presumably the bright young things of the world of Wodehouse tended to toot their horns as a parting salutation. "Tootle" is a reduplicated variant of *toot*, the duplication, as is usual, indicating repetitive action. "Toot" comes to us from Middle Low German *uilen*, itself thought to be imitative.

William T McLeod

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# English for sale

Paddy Bostock previews the English Language Fair at the Barbican Centre

Although English as a product, polished and gleaming, will be on display in the open market place for the first time at the forthcoming Barbican English Language Fair, those hoping for scantily-clad nymphs draped over language laboratories consoles à la Motor Show are in for a disappointment. With the patronage of HRH Prince Philip, the Duke of Edinburgh, who will attend the second day of the fair, and the backing of a Committee of Honour comprising education ministers from all over the world and an Advisory Council that includes the BBC, The British Council and The English Speaking Union, there are plans for nothing so brash. Even so, the presence of a government minister to open the proceedings on October 22 is indication enough that the organizers mean business and that the significance of the event is money. After all, it now seems reasonable to suppose that our language is a more saleable item than our Mini Metro, so perhaps it is time to recognize the visible as well as the invisible income that it can generate overseas.

Actually it will not be English itself that is being sold at the fair - Heaven forbid - but rather its tangible manifestation as the international medium for telecommunications technology, commerce, diplomacy and travel, not to mention language courses, for which there is now an increasing demand worldwide. The textbook publishing business alone exceeds £12 million each year. Clearly the overall emphasis of the fair therefore will be on providing a meeting-point for the producers to demonstrate their goods and service to potential consumers. However, in addition to the 150-odd commercial stalls, there will also be an academic forum, at which such luminaries from the English language world as Professors Quirk and Gimson and the ubiquitous Christopher Brumfit will speak, and performances by the English Teaching Theatre to offset the lure of filthy lucre. So there will be something for both the humble teacher and the international businessperson.

The fair's organizers, Industrial and Trade Fairs Limited, have been in the field for 100 years but the Barbican event represents their first foray into anything as nebulous as language. In the past they have concentrated more on things like fish farming, banking and a range of more recognizably demonstrable activities. None the less, their publicity manager, Stuart Collins, is extremely enthusiastic about the fair's potential and points out that it will be the first of its kind in the world. According to him, the response

from not only the more accessible European countries but also the Middle and Far-East, and surprisingly South America, has been most encouraging and of the 30,000 £5.00 tickets printed, 27,000 have already been sold. Even the Russian Ambassador has agreed to come. All-in-all, the three-day fair looks as if it will be a sell-out, with representation from up to 100 countries, including some very obscure ones, and Mr Collins emphasizes that the interest being shown is coming from the highest government levels. It is perhaps partly because the company will be so select that tickets will not be available at the door and even Mr Collins is slightly concerned that he may end up with too many chiefs and not enough Indians. Still, this fair is only the first of an annual series, so there will be opportunities to correct the balance in future if necessary.

The most common area of interest among those attending seems to be the use of English in telecommunications, although the overall theme of the occasion is "English In Operation". Around the World" and the range of exhibits will be correspondingly wide. Stall-holders such as the BBC, the BTA, publishers language schools and both hard and software designers will have paid from £25 to £3,307 for the privilege of showing their products to so many people from so many places. The price seeming to depend largely on the size of the stall (£25, presumably, buys a table), its centrality in the Barbican complex and its proximity to the passage of such dignitaries as Prince Philip and the Russian Ambassador, who, one gathers, are unlikely to grace the event simultaneously. Mr Collins says that the fair has taken the better part of a year to organize, which is a short time by the standards of his company, but evident-

ly he feels it has been worth the effort, not only because of the ways in which it may encourage trade with countries like Japan, but also because of the unique atmosphere, a mixture of the academic and the economic, that is likely to be created.

The handout from Industrial and Trade Fairs Limited says: "Today some 700 million people either speak English as their first language or use it as a second or foreign language. The further growth of English needs to be encouraged, not as a form of cultural imperialism, but as the principal way of harnessing those links that modern communication technology is building for us." One feels the Académie Française might be among the front runners of those demurring at this statement, but the ultimate force of it is hard to quarrel with. English is used by more people, outside China, than any other language on earth, and for more purposes. It is quite logical that we should be its best disseminators and important that events like the Barbican Fair should take place, so that we can show what we can do. There will always be the dissenting voices who will object that the purity of English will be lost to the prostitution of the international marketplace, but perhaps there never was such thing as 'pure' English, and in any case the best way to ensure the survival of a healthy language is to expose it to as many environments as it can endure, for it is only in this organic way that it can develop and adapt. If it can make a profit and, although this may be a pious hope, become the medium for greater international understanding at the same time, then so much the better.

Paddy Bostock lectures at the Polytechnic of Central London.

## Beginner's luck



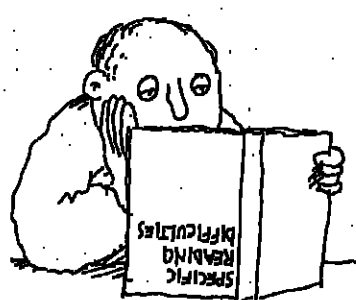
**Time for English.** By Monica Vincent, David Poll and Kenneth Crippwell. Collins. Book 1 £3.95, 0 00 370400 9. English Visa. By Jon Blundell. Oxford University Press. Teacher's Book 1 £3.00, 0 19 433686 7. Basic Information. By John McDowell, Peter James and Pat Rich. Edward Arnold £2.25, 0 7131 8155 9.

**Time for English and English Visa** are coursebooks written mainly for the European market. Each course has three books. *Time for English* covers the first three secondary school years while *English Visa* describes itself as taking students from beginner to intermediate level, and clearly has the private language school, with its slightly older beginners and false beginners, in mind.

There are, as we might expect, some differences of tone. *English Visa* plunges straight into a tale of espionage in comic-strip form for the first six units. The book then moves through a variety of topics of general interest: The

Bermuda Triangle, The Loch Ness Monster, etc., before telling the story of the Beatles. This takes five units and includes the words of six of their songs. The book concludes with five more topic-based units. *Time for English* uses the more traditional topics of classroom, family, place, etc, but gradually moves towards information-giving texts which reflect the types of information secondary school children are usually dealing with in their first year: A City from the Past, Prehistory, Food for Life. But there are also texts which exploit the interests of the age group: on television personalities and techniques, fastfood restaurants, etc. Both books are illustrated with coloured photographs and drawings, the drawings in *Visa* having a rather more popular cartoon-like quality, presumably meant to appeal to its chosen readers.

Should we also expect to find differences in the language selection, the approach and the methodology used? Unless you belong to the defeatist school that believes it is impossible to manage pair and groupwork with large classes or are a teacher who has thrown accuracy and grammatical awareness out with the structural bathwater, the answer should surely be "no". If a teacher is attempting to incorporate the best of current thinking on language teaching and learning, he would expect a gradual building of structures, selected for their frequency in the functions most likely to be used by the students now and in the future. We should expect an emphasis on accuracy of perception and production. In the presentation and practice stages and a concern for fluency in the production



stage. We would hope to find the minimum of meaningless, mechanical drills; to think on every possible occasion. Ideally, the various skills and sub-skills would be nicely integrated. Both books answer these requirements to some extent. *Time for English*, however, has far more clearly and decisively adopted a "cognitive" approach. Every activity is designed to make the pupils think and this is made very clear in the pupil's own book. An uncluttered layout tells pupils to "Look, listen and read" or "Read and do", for example. Each activity is accompanied by clear instructions so that a pupil looking back will be able to remember just what was done, and the book acts as reference sections. They cover in a well-designed way, grammatical structures, discourse, sound, stress, rhythm and vocabulary. Work are integrated into every lesson, to focus on learning. There is a pleasant economy about the layout in

general. Symbols are used to remind students of the difference between the different modes of language: a pen for the written and lips for the spoken. Twenty units each contain three lessons and a lesson is always printed on two facing pages.

Many of the activity ideas in *Time for English* are also to be found in *English Visa* but the student's book is far less helpful to the students. There is a detailed teacher's book but I do not think that that is where instructions for exercises should be. Grammatical information is embedded in exercise material and not very well highlighted. This all seems a little perverse as older students are usually expected to be more self-reliant and often feel the need to be able to check various grammatical points for themselves. Although there are many good "communicative" activities, *Visa* is not as rigorously meaningful as one would like. Too many comprehension questions can be answered by lifting answers from the text without understanding. The selection of grammatical items, too, could have been better thought out. The Present Continuous, for instance, appears in Unit 5 (page 17) in *Visa*, but is held back until Unit 9 (page 58) in *Time for English*. The latter would seem to be the more sensible decision. A great deal of useful work can be done using the Imperative and Present Tense forms assumed by coursebook writers. A longer period allows for the consolidation of the problematic third person singular s, thereby building a better base for the Present Continuous.

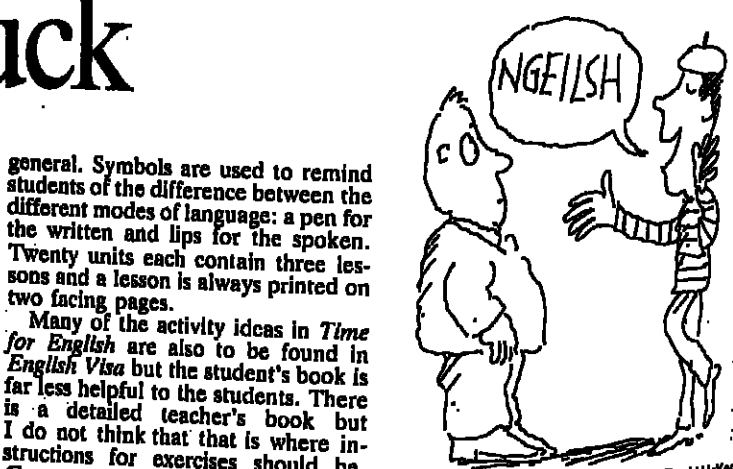
thing different for older pupils learning a language for the first time or relearning it after an unsuccessful school experience and motivate. But all coursebooks should be easy to use and should embody sound language teaching principles and in these respects *Time for English* is setting the better example. Basic Information aims to encourage elementary and pre-intermediate students to develop the strategies and the confidence to extract gist from information and read for gist when they are faced with authentic material: advertisements, pamphlets, etc. The idea is not new but the exercises and activities are well-conceived and nicely varied as are the text types. There is also a concern to develop other skills: many of the activities involve oral pair-work or writing and there is a welcome emphasis on vocabulary development, using techniques like word-trees, for instance. The book would provide useful practice for the new RSA examination.

There is a pleasant economy about the layout in

EFL: "Estuary English", a new variety of pronunciation defined; book reviews on Cambridge Proficiency and First Certificate 28-29

ESL: Provision for adults; classbooks for children and handbooks for teachers 30-31

Mother tongue teaching: a critique of the status quo by Jennie Ingham 32



Cartoons by David McKee

**The New Englishes.** By J Platt, Heidi Weber and Ho Mian Lian. Routledge and Kegan Paul £12.50 and £5.95. **Modern Englishes, Pidgins and Creoles.** By Loreto Todd. Basil Blackwell £8.50 and £2.50.

From their titles, one might suppose that these two volumes are the same book twice over but, in fact, each concentrates on a different segment of present-day English. Platt, Weber and Ho, approaching the problem from the angle of Singapore and Australasia, are concerned with the status of those varieties of highly developed English which have broken loose, as it were, from British English, and are living a life of their own as mediums of exchange for educated, non-British communities. Dr Todd, whose primary interest is in what one might be tempted to call the humbler vernaculars, whose existence is almost purely oral, whether they serve as *ad hoc* codes for cross-culture communication or have become the sole "native" speech of certain societies. Dr Todd would, of course, reject the adjective "humble", because, like most modern linguists, she starts from the principle that every form of speech has its own validity within its given context, and she is eager to demonstrate that pidgins and creoles deserve serious study because of their grammatical and lexical organization.

Both books, being predominantly descriptive, bring home to the reader the vast range of speech-forms throughout the world that can be classed under the heading of "English", although many of them would be partly, and some wholly, unintelligible to the untravelled Britisher. However, this variety is not so surprising for any inhabitant of the United Kingdom who can remember how biphidly idiosyncratic our own local working-class or country dialects were only half-a-century ago, or who has a little knowledge of the gradations of *patois* being the standard languages of France, Italy, Germany or Switzerland. All standard languages are arbitrary, yet communally determined, fictions emerging from the fluctuating welter of linguistic forms; indeed, as these books show, all crystallizations of language, from pidgin to Queen's English, are more or less systematized standards operative over a particular area. Although, from the linguistic point of view, they are all phenomena of the same order, acute social and psychological problems of value-judgment arise wherever different stan-

dards happen to be jostling with each other.

Platt, Weber and Ho leave aside the main non-British forms of English - i.e. American, Australian, New Zealand, Canadian and South African - since these have a continuous tradition and are unchallenged in their contexts. By contrast, the "New Englishes", the post-colonial survivals: Indian, Kenyan and Singapore Englishes serving as a common tongue in multilingual societies; Ghanaian and Nigerian Englishes, which have the same function but are further removed from British English; and, last, English-based creoles such as Caribbean English.

The paradox of post-colonialism is that it has proved impossible just to drop English as the official medium, because so many countries are multilingual and need a *lingua franca* both for internal use and as the means of communication with the outside world. Where English is well established as the second language of the educated class, it has the advantage of being neutral in relation to the rival national languages, and can therefore act as an inter-community or inter-tribal bond, but at the same time it may become a status symbol dividing the elite from the masses. Some countries, which, in the first proud flush of independence, went over to one or other of the national languages, have had to back-pedal to some extent by reintroducing the teaching of English at primary school level. And everywhere, of course, there is the problem of deciding what should be the English model to be aimed at, now that English-born administrators and missionaries are no longer present in the same way. For instance, should Indian or Singapore Englishes, whose peculiarities can be listed like those of any variety of speech, be taught as such, so that they evolve in their own individual fashion, or should there be a continued attempt to approximate to British standards?

This is a highly controversial matter, about which an Englishman, fortunately, is not required to have an opinion, but he can perhaps hazard a guess about future developments. If

## The spectrum of Englishes

by John Weightman

In the first instance, the New Englishes are taught by non-English-born speakers, they are bound to move further away from British Standard and to harden within their own norms, through linguistic accident and the influence of the local tongues. Then, in a later phase, as communications and education continue to improve, all varieties of English will be thrown more together again until, in the ultimate future, some kind of international compromise will emerge, along the lines of the "Mid-Atlantic" with which we are already familiar as between England and America. Meanwhile, there is no reason why each of these New Englishes should not flourish as a cultural medium in its own right and even produce its own literature to be appreciated within and beyond the frontiers of its community. There would be nothing new in this; Robert Burns proved two centuries ago that a very local brand of non-standard English can achieve literary status and attract a world audience.

The situation is different with pidgins and creoles because, as Dr Todd's fascinating book shows, they are really separate languages too, far removed from any of the major world-forms of English to allow easy interchange. Their history, although recent, is surprisingly mysterious - even the origin of the word "pidgin" is unknown - and their study might throw light on language in general, since they are, in a sense, artificial creations brought about by the need for immediate, cross-cultural communication, or by the displacement of populations which have lost their original speech. Dr Todd is emotionally biased in their favour, and their charm is certainly obvious even to the uninitiated reader. Take, for instance, the following variations on *swit*, sweet, in Cameroonian:

*Di swit bi swit me tam no del* - The stew is giving me infinite pleasure (The stew do sweet me time no day)  
*I swit lok swit swit so* - He knows how to flatter  
*Dis swit go bring palava* - These pieces of good luck will cause trouble.  
Reading these examples, with Dr

Todd's translations, I am reminded of a Georgian lexicon which rendered *Aadon Phippkins* as "Passengers Aight here for the fun-fair". But I think Dr Todd goes too far in arguing that pidgin is not only adequate to the linguistic roles in which it is used but can automatically "be expanded as the communication needs of its users increase". This will be a long process, and supposes the creation of a written tradition. Meanwhile, Dr Todd has composed her account of pidgin in Standard English; when will some future linguist compose an equivalent account of Standard English in pidgin?

A creole is a pidgin which has become the main or sole language of a given community, but the dividing line between the two is blurred in many parts of the world, where it is not easy to say how far the original languages have survived or in how developed a form. As in the case of the New Englishes, it is the business of the national education authorities to decide what variety of speech they are going to encourage as a sophisticated medium of exchange. It seems more than likely that some creoles will eventually become highly developed written languages, and good luck to them.

However, I part company entirely with Dr Todd when she goes on to discuss the place of Caribbean creoles and other minority speech-forms within the United Kingdom. Surprisingly, although her book depends on Standard English, she simply repeats the silly, supposedly "progressive" view that the teaching of Standard English

throughout the country is a gross imposition on the part of the ruling class.

It is not part of our brief to criticize the British education system, yet our school system is perhaps the major device for reinforcing social, cultural and linguistic prejudices... the majority of school-children are from working-class backgrounds, whereas teachers are drawn mainly from middle socio-economic groups. In many inner-city areas, therefore, there are often striking social, cultural and ethnic differences between the teachers and the taught... In brief, schools are "middle-class institutions, teaching middle-class values and stigmatizing all but middle-class speech... Caribbean and Irish children do not show the same tendency to perform poorly in schools in the Caribbean or Ireland.

As someone of the most parochial linguistic origin, and as a former teacher with experience of generations of students, most of whom came from lower-middle-class and working-class backgrounds, I can only say that these remarks are ideological clap-net, good-hearted no doubt, but linguistically and humanly quite mistaken. It is the first and obvious duty of the British educational system to give all pupils a command of Standard English, by which I mean not any posh, fancy variety, but the straightforward, everyday, immensely rich language, fashioned by the total national genius of the past and the present, and which is as much the birthright of Cockney or English Blacks as it is of Old Etonians. If the Indians and the Singaporeans are eager to cling to an agreed English as a necessary medium of community life, how is it that some Britishers - including, it would seem even some linguists - have not grasped the point that our existing Standard, rightly understood, is one of the most powerful forces working in favour of democracy?

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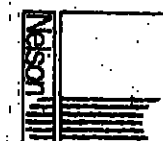
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...the Cambridge people

## Seeing the funny side

Simon Kensdale on the English Teaching Theatre

Some EFL students will laugh at anything British. They practically die at the spectacle of blonde Englishwomen dancing and singing (well) in T-shirts and jeans. Then there are those intense Proficiency types who wouldn't even trade for Rowan Atkinson: they want to improve their English and don't expect their teachers to act like idiots. The teacher-actors behind the English Teaching Theatre's revues do act like idiots. I'm happy to report, but the majority of students are guaranteed to laugh enthusiastically. ETT have ways of making you laugh, which is just as well as, in Japan, the audience sometimes has to be told it's allowed to, while in sophisticated Europe adolescents frequently do their best not to. This is the kind of show where people laugh around afterwards repeating the jokes - and then want to explain them in class the following day... Our entire school turned out and we all had a Good Time.

It's the traditional format. You take a series of silly sketches from the television in one or two cases?; you cover your scene changes with patter from a smooth-talking comper (the performers ingeniously take this role in turn) and then you add a few "join-in" songs to keep things flowing smoothly, but the point is, not everyone can do this effectively. Dong Case and Ken Wilson's success is based on support from a large number of talented fellow comedians. In the show I saw, Wimbledon (they're taking it to Brazil in December) there were three men and two women. They

made the absolute most of a trunkload of props, two guitars and a gloomy community centre. The sketches were all tight enough to leave us with the significant "wish it had gone on longer" feeling - and it's a kind of tribute to the background strengths of traditional English informal theatre. Men dress up as women ("Boy George") and there were frequent exits and entrances to and from the audience - not to mention the old "Oh yes I am! Oh no you're not!" routine. A popular sketch was "What does it mean?". This featured three rather "extravagant" contestants (including Bruce, an Australian with corks hanging from his hat) in a quiz. They had to guess the meaning of various English words, symbols and road signs. "Road Narrows" is thus, obviously, "a bottle of larger".

Quite how much vocabulary and grammar it teaches is irrelevant. Most of the audience will pick up a work or "experience a structure in context" but what the evening does, and cleverly too, is reinforce. Language becomes fun for an hour and a half; there is an obvious point to what you have been learning. At least you are capable of going out and responding to an English experience. (My intermediate class will ask: "What does it mean - experience?")

The English Teaching Theatre began at International House but it receives no financial support from anyone, and its members are proud of this. They have now produced their own book, cassette and video. It all makes one think, The British Council, for example, promotes tours by national monuments like the Royal

Shakespeare Company but in some ways the RSC doesn't represent us as accurately as the kind of show that ETT put on. (They have, incidentally, been taken for the RSC on occasions.) ETT sinks or swims according to audience reaction, and this has been favourable all over the world. They don't pretend to offer theatre with a capital T, but they do give good entertainment value for money. None of the sketches - even the one about Reagan - says anything provocative or serious - but then the audience they go out to is often too young to appreciate real satire. In any case, there would be no possible way of preparing something suitable, in that sense, for everybody who is likely to come and see them. In the end, the revue both explains and justifies our quirky sense of humour. ETT have got a lot of mileage out of their success need to perform. Their success vindicates both our educational systems and our theatrical traditions. The Americans may have picked up a lot of gold medals in Los Angeles, but it'll be some while before they catch up with Doug Case, Ken Wilson and Company.

Two books of ETT sketches - *Off-Stage* and *Further Off-Stage* are currently available, published by Heinemann Educational, who have also produced their video. There are also three main course EFL books. Further information, including details of their latest tour, from The English Teaching Theatre, 40 Shaftesbury Avenue, London, W1V 8RL. Tel: 01-434 1901.



## Starting out again

Access to English. By Michael Coles and Basil Lord: Starting Out Teacher's book £5.00. 0 19 453711 0; Getting On Workbook A £1.25. 453738 2; Workbook B £1.25. 453 739 0. New First Certificate English. Book 4 Listening Comprehension and Interview. By W S Fowler, J Piddock and R Rycroft. Nelson £2.95. 0 17 555538 9. Approaching First Certificate. By Jake Allison. Cassell Student's Book £3.50. 0 304 31020 4. Teacher's Book £3.95 31006 9.

This new edition of *Starting Out* marks no radical change in methodology nor in the story of its principal character but includes more work on vocabulary and communicative activities developed in the new workbooks. For Arthur Newton's many fans among teachers through whom students continue to have access to the language, there is more comprehensive guidance in lesson planning for each unit, extending the book by 42 pages.

The minor facelift and additions to the introduction - ie Teaching Vocabulary, almost banal in the techniques suggested - maintain the shape of a highly structured course. This type of teacher's book came out originally in 1975 when large numbers of native speakers who taught EFL without formal training must have welcomed the lockstep approach to structural teaching offered here.

There is a real danger nowadays that the trained native speaker teacher will reject this type of guidance as a restriction on his freedom to develop more flexible approaches leaving this course to become the stock-in-trade of the unimaginative. It doesn't deserve such a fate but the opportunity to provide less obtrusive teaching instruction and greater focus on the learner seems to have been missed.

The *Getting On* Workbooks contain 10 units each which provide plenty of useful language practice in the form

of substitution tables, sentence completion and word games. Communication practice offers two or three activities per unit most of which are quite well conceived with secondary school students in mind. However, some grammar practice exercises are of doubtful value: Workbook B Unit 13 Ex 1b - the doorbell rings - nobody there - but various things are left on the doorstep. Say who has been - as in the example - A pile of letters - Ah, the postman has been.

Examples - a basket of fruit, a packet of photographs, your mended watch. Apart from the sheer improbability, in most cultures, of such things being left on a doorstep, what answers are likely? A case of how not to deliver the goods.

*Listening Comprehension and Interview* completes the New FCE integrated course in which themes and topics relate to those of Book 1. The 16 units (plus two Test Papers) offer pre-listening activities for pair or class work with listening activities to meet examination requirements: chart completion and other non-verbal checks. Interview material is attractively presented with plenty of suggestions for role play and group work.

*Approaching First Certificate* follows the same pattern as the author's more advanced companion course for FCE but is half its size with 10 chapters. However, it should provide adequate preparation for evening class or part time day students if followed by examination practice material.

*Listening Comprehension*, the last of six parts to each chapter is not integrated with other sections, allowing for greater flexibility in the choice of stimulus for training rather than testing.

Though some native teachers may find the build-up to reading texts - word list and pre-reading tasks - rather laborious, non-native teachers should welcome the thorough approach. The treatment of Vocabulary and Word Formation is a feature of this and the author's other course.

AG

## Hearsay

Teaching Listening Comprehension. By Penny Ur. Cambridge University Press £4.50. 0 521 28781 2.

The value and place of listening in language learning have long been appreciated, albeit indirectly, in the Sixties from P.L. Billows' amusing story of the fluent Turkish-speaking Austrian musician who spent his first two years in Turkey listening to the language but making no attempt to speak it, and, in the Seventies, through Postovsky's research into delay in oral practice for beginners.

Language laboratories seemed to herald all sorts of opportunities for improving listening ability but sound discrimination and sentence level drilling were the staple diet. Ability to understand recordings of extended discourse, so long shunned in language training, is now recognized as a target worth achieving for motivated learners if materials are appropriately graded and administered.

Can listening comprehension be taught? This latest Cambridge Handbook for Language Teachers suggests that it can. Part 1 examines what is involved in "real life listening" (colloquial speech, clues, redundancy, noise). The author then applies this awareness of the need for listening strategies to English - how to cope with environmental clues, intonation, stress and emphasizing the ability to predict. The final chapter in Part 1 discusses the planning of exercises - a success-oriented task in the guise of a role linguistic purpose to ensure motivation and effective training.

The discussion of the interlocking roles of teacher, barrier and materials (imitation, authentic and genuine audio) is required reading for any

teachers contemplating preparation of their own listening material. However, greater understanding of what "real life" listening entails would have been helped by more rigorous theoretical underpinning than that found under "Purpose and Expectation".

The notion of Listening Scales' or levels of intention in listening, together with clarity of the communication channel and the behaviour expected of the listener, is essential if teachers are to realize that developing the learner's listening strategies has less to do with the level of difficulty of the material than with the level of discourse at which he can operate as a decoder.

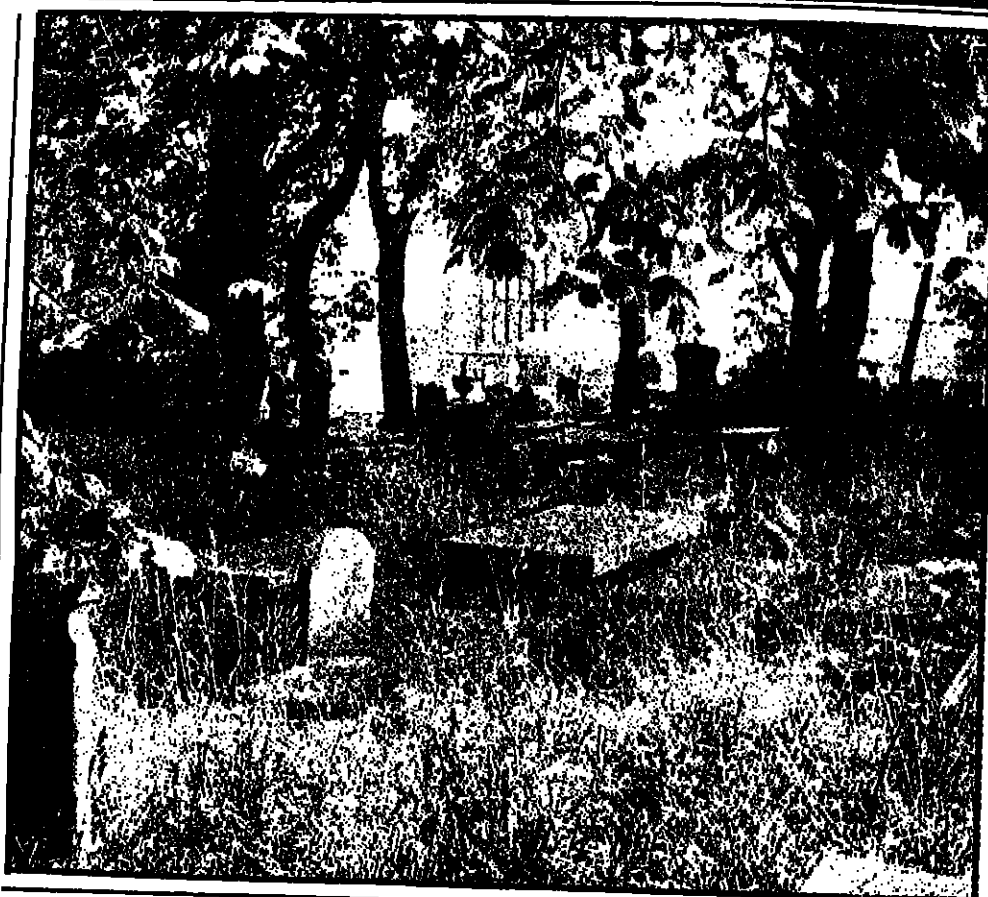
Part 2 - Suggestions for Classroom Activities - provides a checklist of exercise types; one of each kind fully described in terms of materials and presentation. They are divided into: Listen + no response, perhaps aided by written text or visuals; Listen and make short (expected) responses; Listen and make longer (open-ended) responses - here, many ideas are offered, some more suitable for the training of interpreters, ie Paraphrase and Translation than for motivating straightforward language students.

A final chapter on listening as a basis for study and discussion - problem-solving, jigsaw listening and conflicting accounts - and up-to-date bibliography and an index make this work of a thoughtful teacher a worthy addition to the series.

Andrew Gallacher

*Listening Scales* - J Higgins. World Language English Vol. 1 No. 4 August 1982

Andrew Gallacher teaches at the Polytechnic of Central London.



Haworth churchyard, West Yorkshire, where the Brontës lie in the family vault. An illustration from Margaret Archer and Enid Nolan-Woods. Cambridge University Press Student's Book £2.95. 0 521 2922 7. Set of two cassettes £12.00. 29355 9. Writing Tasks. By David Jolly. Cambridge University Press Student's Book £2.95. 0 521 2924 3. Teacher's Book £3.50. 28972 6.

## Hard grind, or fun

Cambridge Proficiency English. By Linton Stone. Macmillan £2.95. 0 333 37458 4.

Bridge to Proficiency. By Margaret Archer and Enid Nolan-Woods. Nelson £3.50. 0 17 555405 6. Key £1.50. 555406 4. Cassette £6.00. Reasons for Listening. By David Scarborough.

Cambridge University Press Student's Book £2.95. 0 521 2922 7. Set of two cassettes £12.00. 29355 9.

Writing Tasks. By David Jolly. Cambridge University Press Student's Book £2.95. 0 521 2924 3. Teacher's Book £3.50. 28972 6.

Being asked to consider in one review books by on the one hand Linton Stone and on the other by Margaret Archer and Enid Nolan-Woods is tantamount to being invited to test-drive on the same afternoon a VW Beetle and a Fiat Uno, the former built of cast iron yet apparently passed and the latter constructed of tempered tin, yet the envy of your friends. The analogy is of course ludicrous to the extent that the different cars were made at different times and for different conditions. What is bizarre, however, is that books as utterly heterogeneous in philosophy and presentation should co-exist on the market in 1984. It is perhaps a sign of health that they should.

*Cambridge Proficiency English*, revised for the 1984 syllabus needless to say, looks on cursory inspection like a slightly updated Latin primer, with pages and pages of listed phrases and prepositions and not a picture in sight, except for the front cover which displays the portals of an Oxbridge college, a potent symbol of the earnest study to be discovered within. Everything you could need for Proficiency is

there: blanks to fill, multiple-choice vocabulary sentences, comprehension passages, summary writing exercises, all carefully interspersed with gobblets of grammar, whose like has not been seen for years. No doubt there are still no doubt to great effect, otherwise the form would have become obsolete. They represent the philosophy of hard grind and mastery of detail, the school of theory rather than practice.

If it is the philosophy of fun that is preferred though, in which doing things in English matters more than learning rules, then *Bridge to Proficiency* is there at the other end of the spectrum. It looks rather like a popular IQ test in magazine form and words are hard to come by amid the morass of diagrams, cartoons, maps, road signs and photographs, yet on closer examination it reveals some interesting and topical things for students to do and speak to each other about, and comes replete with a cassette. The book is not intended to be a complete Proficiency course and would therefore be best used with something at an immediately post-First Certificate level. A daring course-book combination might be Linton Stone for the "something more solid" and *Bridge to Proficiency* for the communicative romps, thus ensuring a marriage of the old and the new and satisfying even the most schizoid of students.

*Reasons for Listening and Writing Tasks* are closer to the centre of the language teaching spectrum and have narrower focuses. David Scarborough's book concentrates solely on listening and is for students at upper-intermediate and advanced levels. It is based on real-life recordings and so can be used for the new Cambridge Listening Comprehension test. The 27 recordings on the two accompanying cassettes are grouped into nine categories, each having its own set of tasks from table-filling to group discussion. All good communicative stuff but not as bumper-fun-bookish as *Bridge*, for there are transcripts of the recordings and only one picture per category. There are interviews, news reports and stories to listen to, as well as commentary on the second half of a very ancient encounter between Liverpool and Manchester United, featuring such long lost names as Steve Coppel and Emlyn Hughes. Clearly the linguistic peculiarities of football reporting are important for students to master, but the thought does cross one's mind that, if they are interested enough, all they have to do is to switch on Radio 2 on a Saturday afternoon to be able to hear for themselves the exploits of current players. Real-life recordings fade fast.

*Writing Tasks* is also about communicating but, as the title suggests, in written rather than spoken form. It is really a collection of good ideas for exercises in different styles of writing: notes, memos, letters, instructions, descriptions, narration and so on, with examples of how it should, or at least might, be done. It can be used by students on their own at home or by teachers in class (there is an accompanying teacher's book) and is aimed at advanced students including those studying for the magical "revised 1984 syllabus". There are also tests at the end so that records may be kept of students progress. The book is not particularly innovative or exciting but does contain a useful source of material for teachers who do not feel up to collecting it for themselves.

Curiously enough, much the same comment could be made about all books in this review, except the VW Beetle.

Paddy Bostock

## Polish off

Clear Speech by Judy B Gilbert (CUP Student Book £2.50. 0 521 28790 1. Teacher's Manual £3.50. 28791 X) is "a practical approach to American English intonation, stress and rhythm". Ms Gilbert is aiming to polish up pronunciation for the purpose of clearer communication, so that the student can cope with university courses delivered in English. She takes the subject thoroughly, using witty snippets of everyday expressions. As the book will help students escape from the stilted English (often so clear that it's stilted) and encourage them to use a more flexible language, differentiating of course, between "ship" and "sheep", but also between the various ways of saying "he'll kill you" (for example). There are many wonderful idioms of the language of the mouth,

and particular reference is made to the problems Japanese students experience. The teacher's manual suggests imaginative things to do with rubber bands, ie, making noises and lots of fun is guaranteed for all when it comes to reproducing the "s" and "z" sounds.

Not a bad book, then, to have at your disposal, but it is really only for advanced students with a good ear and a genuine sensitivity for language. As most of the units rely heavily on laboratory use than it is more suitable for classroom teaching - unless, that is, you have excellent reproductive facilities and concentrating students.

Discussions by Frank H. Hargrave (Hodder and Stoughton £2.50. 0 340 35561 0) is "a course in using language, aimed at advanced students". The method here is role-play, pursued

through 14 units with titles like "Family Arguments" and "A Country Town". Students are provided with detailed background information and the relevant information. The units are different personalities, each could last an entire day's teaching, what with the preliminary explanations, individual student role preparation, the discussion and then subsequent follow-up. This is certainly not a book to fall back on in a hurry if you're suddenly short of ideas. The units require careful preparation and should really form part of an integrated course of long-term study. It is work, in the end, not play, with all the material being adult, and the danger is that, if it's not handled skilfully, the situations will bore your class.

Simon Kensdale

The British are well-known for being extremely sensitive about how they and others speak the English language. Accent differences seem to receive more attention here than is general anywhere in the world, including other English-speaking countries. It may be for this reason that native and non-native teachers of English view the matter with considerable interest. Additionally, their own pronunciation is important because it is the model for their students to imitate. The teacher of British English as a foreign language, typically chooses Received Pronunciation as the model (or BBC English, Standard English, Queen's English or Oxford English as it is sometimes called). RP (for short), is the most widely understood pronunciation of those in the world who use British English as their reference accent. It is also the type of British English Pronunciation that Americans find easiest to understand. It seems, however, that the pronunciation of British English is changing quite rapidly. What I have chosen to term *Estuary English* may now and for the foreseeable future, be the strongest native influence upon RP.

"Estuary English" is a variety of modified regional speech. It is a mixture of non-regional and local south-eastern English pronunciation and intonation. If one imagines a continuum with RP and London speech at either end, "Estuary English" speakers are to be found grouped in the middle ground.

The heartland of this variety lies by the banks of the Thames and its estuary, but it seems to be the most influential accent in the south-east of England. It is to be heard on the front and back benches of the House of Commons and is used by some members of the Lords, whether life or hereditary peers. It is well established in the City, business circles, the media, advertising as well as the medical and teaching professions in the south-east. "Estuary English" is in a strong position to exert influence on the pronunciation of the future.

It appears to be a continuation of the long process by which London pronunciation has made itself felt. This started in the later Middle Ages when the speech of the capital started to influence the Court and from there changed the Received Pronunciation of the day.

On the level of individual sounds, or phonemes, "Estuary English" is a mixture of "London" and General RP forms. Although there are individual differences resulting from the speech

# Estuary English

David Rosewarne describes a newly observed variety of English pronunciation

background and choices of pronunciation made by the speaker, there is a general pattern. An example of this is the use of w where RP uses l in the final position or in a final consonant cluster. An "Estuary English" speaker might use an articulation like a w instead of the RP l as many as four times in the utterance: "Bill will build the wall."

Non-Londoners often comment on what they see as the jerkiness of the speech of the capital. This is because of the use of a glottal stop in the place of the t or d found in RP, as in the stage Cockney phrase: "A little bit of bread will be a bit of butter on it." This process seems to be analogous to the loss of the t in such words as "Scotland", "gate-way", "Gawick", "station", "sea-belt", "treatment" and "new-work". Not all RP speakers would sound these is. As would be expected, an "Estuary English" speaker uses fewer glottal stops for t or d than a "London" speaker, but more than an RP speaker.

Similarly the proverbial "Cockney" would be unlikely to pronounce the phonetic /f/ which is found in RP after the first consonant in such words as "news" or "tune". The process of shedding /f/ is now established in RP. Many speakers of current General RP do not pronounce a /f/ after the l of "absolute", "lute", "revolution", or "salute". They would say "time off in loo" rather than "time off in lieu". For many speakers "lieu" and "loo" are now homophones. Similarly it is common not to pronounce the /y/ after the /s/ of "assume", "consume", "presume", "pursuit" or "suit(able)". It could be argued that these are now the established form of current General RP and that those who pronounce the /y/ in these environments are what Professor Gimson would term "Conservative RP speakers". It was he who drew attention to this change in RP. It seems unnecessary to look across the Atlantic for the origin of this change when this pronunciation is so well entrenched in London speech. The likeliest explanation is maybe that of imitation of an "Estuary" pronunciation reinforced by exposure of RP speakers to American English through films and television.

A feature of "Estuary English" which seems to have received no attention to date is the r. This feature is to be found neither in RP nor "London" pronunciation. It can sound somewhat similar to a general American r, but it does not have retroflexion. For the r of General RP, the tip of the tongue is held close to the rear part of the upper teeth ridge and the central part of the tongue is lowered. My own observations suggest that in the typical "Estuary" realization of r, the tip of the tongue is lowered and the central part raised to a position close to, but not touching, the soft palate.

Vowel qualities in "Estuary English" are a compromise between unmodified regional forms and those of General RP. For example, vowels in final position in "Estuary English" such as the /i:/ in "me" and the second /i/ in "city" are longer than normally found in RP and may tend towards the quality of a diphthong.

The intonation of "Estuary English" is characterized by frequent prominence being given to prepositions and auxiliary verbs which are not normally stressed in General RP. This prominence is often marked to the extent that the nuclear tone (the syllable highlighted by pitch movement) can fall on prepositions. An example of this would be: "Let us get TO the point". There is a rise fall intonation which is characteristic of "Estuary English" as is a greater use of question tags such as "isn't it?" and "don't it?" than in RP. The pitch of intonation patterns in "Estuary English" appears to be in a narrower frequency band than RP. In particular, rises often do not reach as high a pitch as they would in RP. The overall effect might be interpreted as one of deliberateness, and even an apparent lack of enthusiasm.

The term "Estuary English" comprises some general changes which have hitherto received little attention. In what is perhaps the most famous work in this area: *An Introduction to the Pronunciation of English*, Professor Gimson suggested that Advanced RP, "may well indicate the way in which the RP system is developing and be adopted in the future as General RP". He described Advanced RP forms as "mainly used by young people of

exclusive social groups - mostly of the upper classes, but also for prestige value in certain professional circles". He continues by saying that in the most extreme variety, Advanced RP "would usually be judged 'affected' by other RP speakers". An Advanced speaker might say something which sounded as follows: "So tarred darling, or harred cur's been in the mar for an ar." ("So tired darling; our hired car's been in the mire for an hour.") Whereas General RP has three vowels sounds in "hour", for example, Advanced would have one long /a:/. It could be argued that just as this group has long ceased to be the model for general imitation in clothes fashion, it has lost its role in linguistic trend setting. This observation aside, Professor Gimson's view of the role of Advanced RP seems to have remained orthodox for over two decades.

Over these two decades, Professor Gimson's description of General RP as "typified by the pronunciation adopted by the BBC", even appears to have become debatable. More and more the General RP of the BBC has been under pressure from modified versions of RP, and perhaps now predominates only in enclaves in the World Service of the BBC. In addition to this, the children of parents who speak Advanced or General RP are likely to speak rather differently from their elders. This is true of those in state schools, but it is also commonly found in public schools.

In the circles of those privileged young people who are likeliest to be influential in the future, the accepted pattern is very often set by the children of the upwardly mobile socially. For these groups the standard pronunciation is often "Estuary English". My contention is that "Estuary English" describes the speech of a far larger and currently more linguistically influential group than "Advanced" RP speakers. The popularity of "Estuary

English" among the young is significant for the future. Speculation as to the reasons for the development and present growth of "Estuary English" is necessarily somewhat impressionist at this stage. Sociolinguistically it gives a middle ground between all types of RP on one side and regional varieties on the other. By using "Estuary English", speakers can cause their original accents to converge until they meet in the middle ground.

Because it obscures sociolinguistic origins, "Estuary English" is attractive to many. The motivation, often unconscious, of those who are rising and falling socio-economically is to fit into their new environments by compromising but not losing their original linguistic identity. Again, often unconsciously, those RP speakers who wish to hold on to what they have got, are often aware that General RP is no longer perceived as a neutral accent in many circles. They are also aware that "Conservative" and more so "Advanced" RP can arouse hostility. What for many starts as an adaptation first to school and then working life, can lead to progressive adoption of "Estuary English" into private life as well. Complicated as this may sound to a foreigner of English, these developments may be seen as a linguistic reflection of changes in class barriers in Britain.

It is interesting to speculate on the future of "Estuary English". In the long run it may influence the speech of all but the linguistically most isolated among the highest and lowest socio-economic groups. Both could become linguistically conservative minorities. The highest may endeavour to retain their chosen variety of speech and the lowest their unmodified regional accents. The majority may be composed of speakers of "Estuary English" and those for whom it may form part of their pronunciation. The latter group might use certain features of "Estuary English" in combination with elements of whatever their regional speech might be.

For many, RP has long served to disguise origins: "Estuary English" may now be taking over this function. For large and influential sections of the young, the new model for general imitation may already be "Estuary English", which may become the RP of the future.

David Rosewarne is beginning a research project into "Estuary English".

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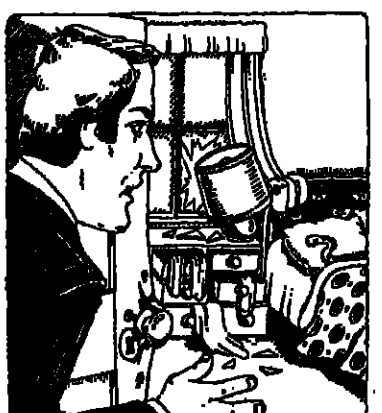
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Simon Kensdale



Agent 006 spies a poisonous snake in his bed in Connections Workbook B.

And the most imaginative lesson plans often go astray. *Streamlines* do cover the vital ground but they avoid analysis, which may be a pity. Students often appreciate the security of a rigidly defined rule (even if it's largely artificial). They come to classes, especially at the intermediate level, with some knowledge of grammar carefully imprinted in their minds by diligent teachers in their own countries, who have worked away along the traditional lines with restricted facilities. It is a

mistake to ignore that background. So, these sets should be used in connection with some other, less exciting material that will correspond to the class longing for "grammar".

And if that is the case then there is one other minor drawback. Perhaps the books offer too much material. A matter of personal taste. Do you want books with 80 comprehensive units? They both require two separate workbooks, which suggests they'd be suitable for two courses, but it takes a long time to finish 40 units anyway. Even on a summer course where their tone suits the mode of the students, they wouldn't be entirely satisfactory because in dipping and selecting, you'd have to take careful note of the way each unit had developed from the ones which had gone before. Maybe these are all or nothing texts best suited for schools that are about to open and desperately need material.

Finally, on the vexed question of teaching American as opposed to English, one can only say that here it's of no great importance. The 'American' presented in these books is very standardized and rather purer than what we are used to hearing in films. The only obvious differences at this level are spellings, like "center", and vocabulary like "the wash", instead of "the washing".

Simon Kensdale





## Seconds away

Rakesh Bhanot on the need to rethink attitudes to ESL provision

The term ESL (English as a Second Language) has all sorts of negative connotations and in this article I will introduce the term ELS (English Language Support). Adopting this term will, I hope, lead to a shift in the way we define our work, a shift which is long overdue.

English as a Second Language provision for adults in this country has existed in various forms and guises for the last 20 years and perhaps it is time to reconsider some of the issues, especially in view of the fact that a number of people involved in education, and also many of the consumers of ESL, have expressed a feeling of disillusionment and disenchantment with the whole operation. ESL has failed to deliver the goods, it is argued, and this has led to all sorts of social problems among members of ethnic minorities. Thus, Tuku Mukherjee claimed that in his view "ESL has reached a point of exhaustion and saturation" and that we need to "break away from this legacy of failure" (EFL Gazette, October, 1983). Jagdish Gundara, director of the Centre of Multicultural Education at the Institute of Education holds the view that "many parents have not learnt English and the gaps between them and their children, who only speak English, have increased enormously. The ill-thought out and haphazardly implemented ESL provision for adults... has not succeeded in its objective of teaching men and women English. Mothers particularly have become alienated from English society, as well as from their children."

This feeling of dissatisfaction and "betrayal" is echoed by a number of community leaders, one of whom found the whole notion of ESL, as he understood it, to be both offensive and insulting. Attendance in ESL classes is irregular, the drop-out rate is high and the large numbers of adults from the ethnic minorities who would benefit from ESL provision, (estimated to be over half a million), are not reflected in attendance at classes.

Whatever other reasons are cited, it has to be emphasized that one of the major factors behind this "legacy of failure" is the fact that this country has never really had a national policy for ESL provision. The decentralised nature of the educational system is used as an excuse to disclaim any responsibility. There are very few parts of England and Wales where there is no need for ESL provision, yet not all have responded to this need. In many parts of the country much of the

provision is still run by voluntary organizations. While some authorities, like the ILEA, have made considerable progress in making ESL provision more appropriate to the needs of students, other areas seem to be years behind both in terms of materials and methodology, as well as lacking in trained and/or paid teachers. ESL is still seen as some kind of charitable act not only by society in general but also, unfortunately, by some of its practitioners. However, this patronising, missionary aspect of ESL provision is not limited to the voluntary sector alone. ESL still sometimes smacks of the Sixties model of assimilation, where the students are seen as being deficient and are characterised as problems. ESL is low on any list of priorities. It is seen as low status provision, with low status teachers, who are paid less than teachers doing O and A level courses. It is on the margins of an already marginalised sector of educational provision in terms of status and even physically. Even in the ILEA, ESL students in one college of FE are housed off in an unglamorous building miles away from the main site, where they have no contact with other students or other subjects. The political and pedagogic implications of this are clear. ESL provision is seen to be, and in many cases still is, under-resourced, old-fashioned, patronising, inappropriate and racist. The low status assigned to ESL may be reinforced by the notion that as most of the practitioners are (white) women who, it is assumed, run classes for women, the provision is not considered to be important.

The term English as a second language is a misnomer, since for many students it may be their third or fourth language and for others it may be their first "second language". Also suggests "second best" and there are those who associate ESL with remedial teaching and with ESL. Deficiency in English is taken to indicate deficiency in other areas of life. Even if one could dissociate ESL from such negative connotations there remains something sinister about the use of this term, for as Harold Rosen pointed out at last year's NATESLA conference, if we talk in terms of English as a second language we are still working within a monolingual tradition with all its repressive overtones. Besides all this, ESL has been taught in a vacuum without a context; it is "a bridge to nowhere". Because of its narrow focus on language and the realisation by the students that it is not a "passport" to

progress it is being rejected. ESL teachers themselves have been guilty of holding on to and therefore holding back their students in ESL classes rather than guiding them into mainstream classes. Much of ESL provision has been set up without proper consultation with clients and ESL has operated in the context of ignorance, false assumptions and racism. In some ESL classes it is still regarded as a sin to use the mother tongue, whereas to deny the students' own language, their sense of identity and security, is a much greater sin.

What is needed is re-orientation and re-training. As an initial step we need to discard the label ESL. Teachers must learn to see their students as bilingual students, not as second language (second class) students, who need language support - whether this is in English or the student's mother tongue. We have to abandon the idea that learning has to be suspended until the medium with which to learn it, namely English, has been mastered. We also have to abandon the idea that it is only white monolingual teachers who can teach the English language. More teachers, organisers and outreach workers from the ethnic minorities need to be recruited.

The ultimate goal of ELS must be to enable students to participate as fully as they wish at all levels in society and not just to become docile workers (assuming of course they can find work in the first place).

Changes are taking place, for example, in the ILEA more and more linked-skills courses are being introduced, there is a training course for bilingual teachers etc. (see TES 30/9/83) and in other ILEAs too, but not on the scale one would like to see. This brings us back to the point made at the beginning that one of the major obstacles to progress is the lack of commitment on the part of central government. It is true that Individual Language Training Units have been set up in various parts of the country but this provision is only open to those employed in a specific workplace. Changes cannot take place without funds being made available and in view of the proposed cuts in adult education it seems likely that ESL is not so much doomed to failure but is being condemned to failure. This would amount to yet another instance of institutionalised racism.

Rakesh Bhanot is Borough Language Coordinator, Hammermill, and Fulham English Language Scheme.

## Dual control

Clare Fletcher and Vivien Barr describe their aims in devising the television programme 'L Driver: English for Driving'

How could six 25-minute television programmes on learning to drive in Britain be useful to speakers of English as a Second Language?

There is, of course, a logical progression in learning to drive: knowing how to start the engine, move off, use the gears, follow directions, manoeuvre. This does not necessarily parallel logical progression in mastering the English for driving. The learner has to respond to the instructor's English despite engine and traffic noise and while watching the road and driving the car. The forms for applying for a licence or a test are dauntingly abstruse and there is the challenge of the Highway Code.

The role of learner drivers as far as language is concerned is mainly receptive. Their task is to understand and carry out instructions rather than respond verbally. The television viewer also listens and watches, but in devising the programmes we wanted to provide the active involvement necessary for rapid learning. We decided to feature three learners, at different stages of learning to drive. These are not actors, but genuine speakers of English as a second language who are learning to drive or have recently done so. The programmes show filmed extracts from their driving lessons - not quite authentic, since most driving schools don't install a cameraman and a director in the back seat - but none the less real instructions from an actual instructor. The resources of the studio are used to simplify the complex language and to reinforce points made in the film. Often the presenter repeats the instructions, or extracts a key point from the mass of language heard. Models, a car in the studio and animations are all used to clarify points raised in the film.

The language explicitly taught can be a language strategy, such as asking the instructor to repeat or explain - it is important to show learners how to take

the initiative. Sometimes the language taught arises from the stage in learning to drive, as with vocabulary for parts of the car or directions: "At the roundabout take the third exit". At other times we focus on a structure which is introduced in the context of driving but is clearly transferable. For example: "Before you move off, look in the mirror." It is important to know which to do first! There are opportunities in the programmes for the viewer to participate and check understanding. For example one section on directions shows several shots of driven responding to various directions from an instructor. The viewer has the chance to decide whether or not each driver follows the directions correctly.

The three learners in the series have Cantonese, Spanish and Hindi as their first languages. The BBC had identified these as the languages understood by the largest number of ESL speakers. The accompanying workbook uses Urdu, though, rather than Hindi in the introduction and glossary since although Hindi is widely understood, more people are familiar with the Urdu script. We had to decide how to use the three languages in the series. To include them in the direct teaching in the programmes would probably put off those who could not understand them. In the end we had the three learners speaking in their first language when talking about driving to friends or family. What they have learnt in English is then related to the first language. At least the series reflects the experience of the many people who operate day-to-day in more than one language.

*L Driver: English for Driving* is being shown on Sundays, (BBC1 0.30 am) and repeated on Wednesdays, starting October 24 (BBC2 12.55 pm). The book *English for Driving* is available from The National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN, price £2.95.

## Progress in Punjabi

A Name for Manjit's Sister's story in English and Punjabi. By Parmjeet Sehmi. Multi-cultural Development Service, Waltham Forest. Markhouse School, Markhouse Road, London E17. 75p + 20p for p&p. 10 copies or more post free. 0 901914 16 1

One of the points to emerge at the Punjabi conference held in Coventry earlier this year was that progress in the teaching of Punjabi was likely to be hampered because of the shortage of appropriate teaching materials. It was felt that books published in India were not always suitable for children who were growing up and learning the language in this country so it is pleasing

to see bilingual materials produced in this country to which children can relate.

Parmjeet Sehmi has experience in teaching English as well as Punjabi and her book tells the story of a Sikh naming ceremony. The Punjabi version is at times inconsistent and it is surprising that a story written by a woman should be so sexist. Though out the book Manjit's father is referred to as "Daddy Ji" (the suffix "ji" is a mark of respect) and the mother more often than not as just "mummy". This may reflect what happens in many Punjabi households but one doesn't need to perpetuate it. However, in spite of this, it is an interesting little book and is well-illustrated.

Rakesh Bhanot

## Annotated guides

The Association for the Teaching of Caribbean, African, Asian and Associated Literatures has put out a series of annotated reading guides (each at 60p including p&p, from Robert Bush, 8 Tylercroft Road, London SW16) which will be of interest in the context of the current debate about multicultural teaching.

The first, *Background to African and Caribbean*, 'A' Level Texts included in the Cambridge (1985) and London Board (1985) Syllabuses, has annotated lists of background books, of books by and on prescribed writers, and of general books which contain discussions of the work of the prescribed authors (Chinua Achebe, Ngugi wa Thiong'o, Wole Soyinka, V.S. Naipaul, Jean Rhys, and Derek Walcott).

*African, Caribbean and Black American Books for Fourth and Fifth Year Secondary School Pupils* has 19 novels and autobiographies, 19 anthologies (mainly of short stories), nine books of poems and six of plays, arranged by authors' surnames. South Asian and Indo-British Literature for Secondary Schools has fuller annotations of 21 books, a recommended list of 19 books, upper school libraries, and sixth formers.

In *Books for Multi-Cultural Nursery, Infant and Junior Schools*, Lauretta Ngcobo has listed thirty-eight books, with annotations to approximately half of them.

Prabhu S. Gupta

## Learning v teaching

Foreign and Second Language Learning: Language acquisition research and its implications for the classroom. By William Littlewood. Cambridge University Press. £10.50. 0 521 25479 5. £3.95. 0 521 27485 9.

There is no reason to suppose that a book on language acquisition research should mention the teacher in its subtitle, but the omission is significant in this book. Here, of course, we are dealing with foreign and second language learning which currently assigns the teacher the role of creating "contexts" in which learners construct their own creative strategies; the teacher no longer takes centre stage. The author shows us why: based on a model of first language acquisition as described in post-behaviourist linguistic theory from Chomsky onwards, the communicative, interactive approach of second language teaching attempts to stimulate the conditions of learning the mother tongue. But how far is a Chomskyan model of language acquisition credible? Do we, as second language research suggest, operate as adults in a classroom in a similar way to children learning the first language? Can teaching methods hit the target of allowing this process to take place? In short, can we substitute "learning" for

teaching, or even "acquisition" for learning?

As a selective survey of how second language research has drawn from theories of first language acquisition, and of how methodology in teaching derives from second language research, this book is a success. As an attempt to answer some of these questions, it is not. However, the author is candid about the immense gaps in our knowledge of the field, particularly in relation to non-linguistic factors which influence learning, and in concepts such as "subconscious acquisition" and "conscious learning"; "all of the gaps", he points out, "are in domains which become crucial as soon as we begin to consider possible applications to teaching". But the point is that the second language research he describes is concerned with learning language in the classroom; its failure to account for these factors may point to the limitations of the communicative approach as derived from theories of first language acquisition, rather than to any simple gaps in knowledge which may be remedied by further research.

Not surprisingly, the most interesting chapter in the book is one in which the author digresses to discuss second language performance rather than second language development, "how people perform with a second language, rather than how they learn it". He

describes strategies used for communication, the inconsistency and variability of learners' performance and the effect of second language learners' speech on the native listener. Elsewhere, he discusses the way in which the learner's communicative needs and attitudes towards the "second language community" motivate or demotivate the learner; the crux of the matter, though, is that the attitudes of the second language community (particularly where immigrants are concerned) have an effect on the learner's performance too. Once again, elements in second language learning which are extraneous to the classroom cannot be accounted for, even though they are vital to the process.

Who will read this book? Teachers, obviously. And yet there is little to be said about the teacher's role. In the final chapter, the author makes a tentative and sensible selection of points in second language research which have important implications for classroom teaching. But this does not add up to much, and while the book is a clear, cautious account of why this should be so, it does not challenge the idea that a communicative approach based on first and second language research is the one we should be using.

Charlotte Greig

## Getting together

Linked Skills: A handbook for skills and ESL tutors. By Linked Skills Working Party. National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN £2.50 (p&p free in UK) 86082 429 2

A Place to Stay: memories of pensioners from many lands. Age Exchange Theatre Company, 15 Camden Row, Blackheath, London SE3 2JN £2.00 + 50p postage.

The National Association for the Teaching of English as a Second Language to Adults has been the stimulus for many practical, as well as theoretical initiatives in adult education. The *Linked Skills* book is an excellent example of their enterprise.

The development of the handbook from a workshop group at the NATESLA Conference in 1980, owes much to the dedication and collaboration of the ILEA Language and Literacy Unit in general, and Sandra Nicholls in particular. The key concept of collaboration between language tutor, skills tutor and student is an essential element in this practical handbook. The development of "linked skills" is an important step forward from the initial focus of "pure" ESL courses for adult learners as the integration of the learning of practical skills with the acquisition of communication skills is an important motivating factor. The active involvement of the students in preparing the courses is an essential factor in the motivation of all concerned.

The handbook has already been a source of practical help for the skills tutors in particular. Colleagues who have previously seen themselves as "subject" specialists have found the handbook invaluable in giving insights into the needs of the learners. The first



"I joined the army when I was 18 years old." An anonymous Indian tells his story in *A Place to Stay*.

chapter sets the students' needs as the premium consideration for the course of study. There is refreshing realism in the acceptance that courses must be flexible and variety is essential if the student's needs are to be catered for. The handbook, by its own admission, cannot cover the whole spectrum of possible course choices, but in its professional, student-centred and practical nature it is a must for any adult education establishment concerned to serve the needs of the community.

*A Place to Stay - memories of pensioners from many lands* is a fascinating collection of personal recollections by pensioners whose roots are in the West Indies, the Far East, Cyprus, Poland and Italy. In their own words

contributors recall their homelands, their arrival in Britain, settling in London and their varied experiences of working and home life here. The sharing of these experiences presents us with voices rarely heard in this society.

The stories are all reproduced in the contributors' mother tongue as well as English, adding to the status and acceptance of community languages which should be a part of life in Britain. The stories are liberally illustrated with black and white photographs which bring home the sense of an intimate retelling of another era, a time when Britain was actively recruiting around the world, and particularly the Commonwealth, for the much needed skills and commitment of a workforce to rebuild the British economy after the Second World War. Their stories are an excellent collection to other such intimate recollections as the ILEA English Centre publication about teenage settlers to Britain, *Our Lives, Finding a Voice: Asian Women in Britain*, by Amrit Wilson (Vitaro), and the excellent videotape of the *Motherland* play from Vauxhall Manor School. This book could well be used in mainstream schools, particularly in English and the Social Sciences areas.

*A Place to Stay* brings a sense of humanity to the cold statistics of settlers to this country. It would have been useful to include experiences from other settlers eg Pakistani, Bangladeshi, Vietnamese etc, but this may be a prospect for future publications. The Age Exchange Theatre Company, and the other agencies who helped fund the book, are to be congratulated.

Graham McFarlane

Graham McFarlane is head of the multiracial resources centre in Luton.

## Word perfect

The Right to be Understood. A handbook on working with, employing and training community interpreters. By Jane Shackman. National Extension College £5.95.

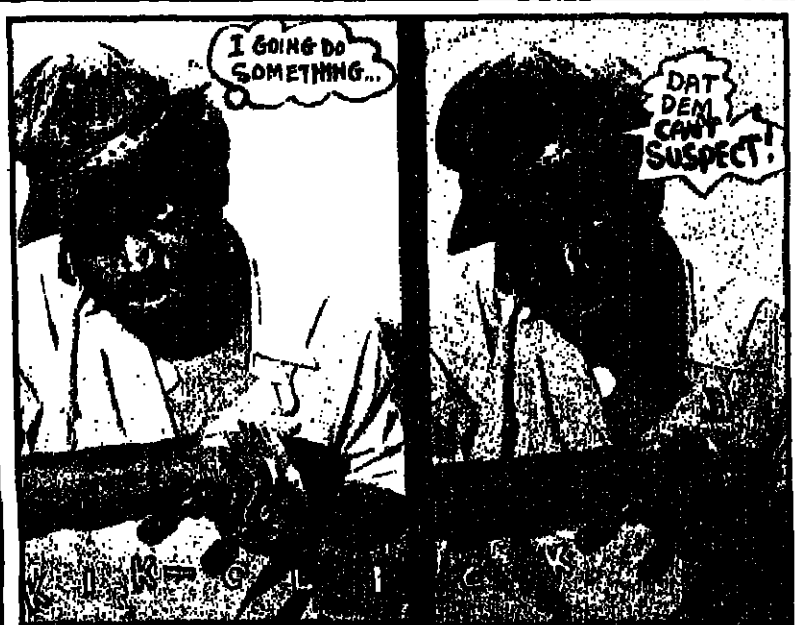
In this comprehensive and excellent handbook, Jane Shackman presents the issues raised when community interpreters are used by English speaking professionals. She presents the arguments for the use of well-paid, well-trained interpreters with professional status in work with non-English speaking clients. She explores the pressures and constraints on the interpreter who is not just translating word for word, but filling in information

gaps, explaining cultural differences and misunderstandings between English speaking professional and non-English speaking client.

The handbook is clearly laid out in six sections, with an extended contents page, and covers the role of the community interpreter, the role of the professional working with the interpreter, setting up and organizing a community interpreters' scheme and the training of the interpreters and those working with them. A valuable section at the end lists current interpreting schemes in the UK and gives a short thematic bibliography. An appendix gives details of a survey on the use of community interpreters carried out in 1983.

Although chiefly directed towards professionals who work with interpreters and managers and policy makers

Mike Baynham



Tobias has to do some quick thinking when a robbery goes badly wrong in *The Watchman* by Timothy Callender - an adventure photo-story ("for easy reading") set in the Caribbean. Schoolboys, in the same series and by the same author, tell the story of two young truants. Heinemann Educational £1.75 each.

## Lasting lessons

Can You Speak English? Edited by Rose Grant and Elaine Self. Neighbourhood English Classes £3.95. 0 9509302 0 2.

For recent, and sometimes not so recent, immigrants to Britain, language can be a major cause of isolation and exclusion - a form of racial discrimination itself. It is women who experience this most severely, mainly as a result of restricted opportunities for contact outside the home or an economic position that confines them there, since the majority of "homeworkers" doing badly paid piecework are women from ethnic minorities. The difficulty is two-fold: insufficient English language skills and insufficient attention to the need for translation and interpreting facilities in daily life and public services.

It was the former that Neighbourhood English Classes set out to tackle in 1969, with a plan for a three-month pilot project and a grant from the Community Relations Commission, at a time when the widespread need for ESL provision still went largely unrecognized by local education authorities. The project expanded, setting up classes all over London throughout the Seventies, and furthering the cause of ESL teaching by energetic and committed example.

This account, drawing on the personal reminiscences of those involved

as tutors, organizers, administrators and volunteers (though with only one contribution from a student) records those early days and their achievements. Many of these are admirable, and one can imagine that, in small but important ways, they made a difference to those on the receiving end. There were child-helper schemes that evolved into crèches, freeing Asian women for lessons and more contact with one another; there were special courses for catering and hospital workers, education packs for expectant mothers and teaching materials tailored for Chilean and Vietnamese refugees.

But, oddly, it isn't the experience of those who benefited from Neighbourhood English Classes that is reflected in this book: that comes only second-hand and incidentally. The emphasis is, instead, on the experience of the individuals teaching or fund-raising or organizing, with anecdotes describing their initial involvement and repeated testimonials to NEC's founding spirits. It's a pity that with rare exceptions the contributors fall into the trap of self-congratulation and tend to lose sight of where a project like this fits into the relative scheme of things. It gives the impression, however unwittingly, that immigrant communities are simply passive recipients of philanthropic kindness, and are not taking charge of their own needs.

Liz Heron

## Now the good news

For the busy teacher, keeping up with current events and sifting through newspapers and magazines for relevant classroom material is time-consuming. Reducing this time and motion factor is the rationale behind the Observer's World Press Service for Schools and its English as a Foreign Language Service.

WPS is a joint venture of the World Press Review in New York and the Observer's Foreign News Service and offers 10 packages a year of selected articles from the world's press. Many are translated and the variety is wide.

The selected pieces are supported by background material and are aimed at filling in a topical news situation in enough detail to satisfy even the most voracious of pupils. They come in handy packets and are easily reproduced. A major theme each month takes in articles from a wealth of sources, and with supporting backgrounders, draws the threads of the theme together.

Up to 1,000 schools have been taking the service, and a survey of users during the first year of operation has underscored what teachers and pupils want.

The two topics of widest interest to surface are race relations and disarmament. As a follow-up to this, the service will be doing a "take-out" on South Africa and its associated problems in 1984/85. Also on the cards is an arms and disarmament scenario, with special stress on the Star Wars theme.

Further back-up is planned through a series of books on current affairs which will be produced using newspaper techniques. The first, *Learning with Newspapers* - gives teachers and pupils a primer's eye view of newspapers and what is to be found there in depth.

Author Colin Cross goes into such germane topics as how a paper should be approached and read, which paper to choose and how to differentiate between editorial and advertising - something which, surprisingly, many find confusing.

Cross is good on the strength and weaknesses of the British national press and on its immense variety and the effects of competition. He argues that whatever the weaknesses, it provides a better deal than in other countries which do not have a truly national press.

As for the English as a Foreign Language Service, it also draws on the rich seam of newspapers to come up with teaching material for students who want to up-grade their English. Each of its nine monthly packs gives access to well-written contemporary English and each article is accompanied by a range of advanced exercises, comprehension tests and ideas for group work. Over 400 language teachers worldwide are making good use of this service.

Alex Morrow Smith

\*Available in classroom sets of 10 for £15.00 from Heinemann. No Dongell inspection copies on request.



# Speaking in tongues

Jennie Ingham on the state of play in mother tongue teaching

Where I required to characterize the English, which Heaven forbid (it comes dangerously close to stereotyping), I should feel compelled to say that, as a nation, we are notoriously unprepared, whether it be for snow on the roads in winter, drought in summer, the new technology or the equally entrenched reality of a multilingual school population. Nor do we like decisions to be made for us; we throw up our hands in horror when we are told that in France an inspector would know what is being taught at a particular time on a particular day in any school; that in West Germany the government prescribes the list of books from which teachers may choose; or that, in Sweden, every mother tongue spoken in a particular school is offered as part of the curriculum. And there is no doubt that every local authority, indeed, every school, has its own special needs.

Mother tongue classes may take place as part of the curriculum, as extra-curricular activities organized by the school and held at lunchtime or immediately at the end of the school day, as evening or Saturday morning activities organized by community organizations, parents' groups or religious bodies. The teaching staff may be part of the school staff already, purely voluntary, funded by a community organization or by an Embassy or High Commission. A teacher may or may not be familiar with teaching in this country, may or may not be fluent or literate in English, may only be here for one or two years.

In the midst of what is surely an attempt in a time of severe economic depression to "make the best of a bad job" and use whatever resources come to hand, there are some local authorities, for example the ILEA, which are trying to find their way out of the maze. They have drawn up a policy document (Table 1); they have appointed an inspector for this work; they have carried out a language survey revealing the number of languages (147) spoken by pupils and their distribution according to age, district and (for the 12 main languages) school; and they are beginning to build up a register of the home languages spoken by teachers and others in their employment.

The ILEA policy document is substantially the same as many others issued by both local authorities and pressure groups, in schools, and communities, throughout the country, in the absence of a clear central directive. Indeed, it would seem that we are not yet ready for a central directive; Her Majesty's Inspectorate, on its own admission, is itself in a learning situation. *The Mother Tongue Teaching in School and Community (HMSO 1984, £1.50)* is the report of an inquiry into practice in 55 schools, across the age range, including 12 schools or classes organized by the community, in Enfield, the ILEA, Walsall and Manchester. The nearest we have come to any sort of clear directive is the DES, Circular No 581, issued on July 31, 1981, in response to a directive from the Council of the European Community (July 1977), requiring member states to promote the teaching of the mother tongue and culture in co-ordination with normal education.

For the local authorities in this country this (directive) implies that they should explore ways in which mother tongue teaching might be provided, whether during or outside school hours, but not that they are required to give tuition to all individuals as of right. Well, at least we know what we're not required to do.

In any case, wherever the initiative comes from, at school, local authority or national level, the fact has to be faced that we cannot possibly cater realistically for the mother tongue

needs of our pupils without accurate statistics about the languages spoken and, if possible, about literacy also. We have available to us excellent survey instruments in those developed by the Linguistic Minorities Project team. And, even if we dislike directives from central government, surely it makes more sense to respond to pupils' needs on a local authority basis than a single school basis, when there are schools with as many as 30 different languages.

If we had a register of teachers we might begin to be able to cater for some of the children who speak "minority" minority languages as well as those who speak the "majority" minority languages.

That is, if we believe in mother tongue education at all, because not all of us do. There are those who instruct

respect for the home language and culture, thus easing the transition from home to school. Many would also stress the importance of continuing fluency in the mother tongue, while English is being acquired, to the child's conceptual development. Respect for other languages and cultures and the desire to legitimate them underlies the determination to accord the same status to Urdu, Turkish or Punjabi as we have traditionally accorded to French and German, or ancient Greek and Latin, by including them in the curriculum and offering the possibility of O and A level qualifications. And related to both of these beliefs is a desire to foster a sense of identity and cultural continuity in the child, the loss of which has led to a sort of "schizophrenia" in many of our ethnic minority teenagers.

great deal for the children's confidence and sense of self-esteem.

Moreover, the introduction of classes as part of the school curriculum appears to have had little effect upon attendance at evening or Saturday classes organized by the community. This despite the fact that, in my own experience with the Reading Materials for Minority Groups Project, some children complain bitterly about having to attend mother tongue classes, no matter how much they value them, when other children are enjoying themselves. Certainly, both parents and teachers often worry about the strain placed on children by attending classes after school. Similarly HMI found "anxiety about the burden imposed, particularly on the younger children, by attending language classes after school", but, again, discovered

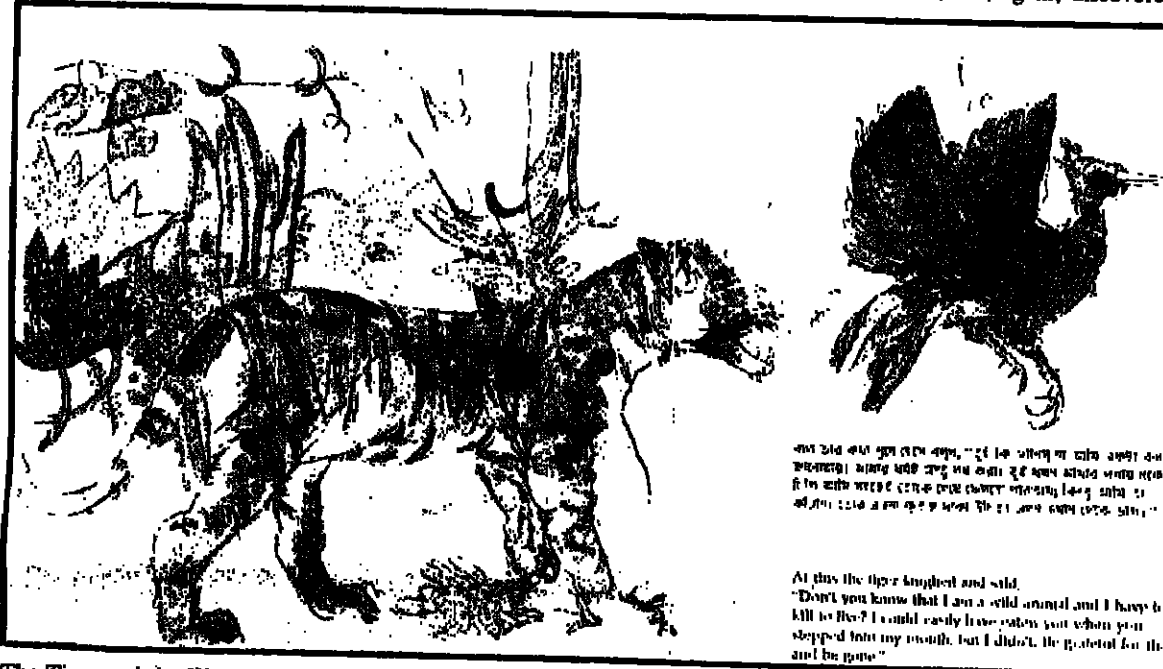
staff was theoretically opposed to the inclusion of mother tongue classes in the curriculum, several were, predictably, concerned about the effect of an additional withdrawal upon children who were, perhaps, already being withdrawn for extra help with English language and reading. This problem was overcome because the headmistress shared the decision-making with her staff and because of their composite vision of the mother tongue classes as part of a total campaign to promote language awareness - and "racial harmony". Clearly, whatever the L.A. policy, embodied in a document or no, the success of the practice depends to a large extent, upon the attitude and determination of the school staff. However, i.e.a.s. support, both moral and financial, goes a long way. In Haringey, support is typically, somewhat ad hoc, but is increasing both directly and indirectly: offers of help from community organizations, embassies and high commissions are welcomed; within school initiatives are supported; grants are made available for books; rents for premises are waived or reduced; and the authority directly finances some of the day-time and community classes. Next year they intend to establish a central resource of books for mother tongue teaching which all schools will be able to draw upon.

At Gladesmore Community School both Greek and Turkish are taught as fully fledged modern languages, which are set against French in the timetable, with the full support of the modern languages department. The classes are taught by teachers who were already on the staff of the school with their own subject specialism, which they continue to teach. Eighteen children attend Turkish classes organized for the first three years; and about 10 children are studying for Turkish O level including two West Indian children and one English.

Yet one cannot help but wonder how many parents have not opted for their children to study Turkish, in the belief that French O level will be more viable currency in the job market. Given the opportunity, could the same parents opt for their children to study both French and Turkish? The alternative is to offer Turkish lessons during the lunch hour or immediately after school, which was formerly the pattern at Gladesmore. But then, what is our message about the relative value and status of the Turkish and French languages? And what of the other 38 languages spoken in school? Is the solution to replace some other subject by mother tongue classes taught by peripatetic teachers? Even then, could we really cater for every language? And which subjects? RE? PE? What are our priorities?

Don't let me paint too bleak a picture. There were certainly no regrets in either school about the decision to introduce mother tongue studies. If we waited for the perfect model of organization, we should be sure to do nothing at all. There is a lot of good practice and much goodwill, among staff, pupils, parents, community organizations and local authorities. But of one thing I am sure; goodwill is not enough. There is a great deal of work to be done, in terms of language surveys; the compilation of a register of teachers; the introduction of a comprehensive and effective training programme; syllabus design and preparation of teaching materials. All of this work requires commitment, both moral and financial, and a systematic approach.

The staff at Haringey Junior also had to confront the problem of where exactly the classes would fit into the school week. Although no member of



The Tiger and the Woodpecker, an ancient Indian folktale retold by Aruna Aitken and illustrated by Judy Cobden, has already sold out of its first edition of 6,000 copies. The dual language children's book was printed at Middlesex Polytechnic. The story is one of many contemporary retellings of traditional stories collected as part of the Reading Materials for Minority Groups Project funded by the All Saints Educational Trust and based at Middlesex Polytechnic. A detailed record of the sales of the first edition, kept as a market research exercise, reveals substantial sales to English individuals, to local education authorities where there are few ethnic minority children, and to "ordinary", as well as to bookshops. The second edition will be available from Baker Book Services, Little Mead, Alford, Cranleigh, Surrey, GU6 8NU from the beginning of November.

ethnic minority parents to use nothing but English with their children at home, regardless of the parents' degree of fluency in the English language; there are those who believe that children are confused by learning more than one language, despite the fact that two or three languages are freely used among children in places as far apart as Central Europe and Kenya; and, more basically, there are those, some of them ethnic minority people themselves, who believe in assimilation. So what are the basic theories which underpin the sorts of theories to be found in the ILEA policy document and others like it? First of all, the belief that it makes sound educational sense to begin, where the child is, to build up the knowledge and skills which the child brings to the learning situation, and to demonstrate

So much for the theory, but let's take a closer look at actual practice in two Haringey schools which have recently introduced Turkish mother tongue classes as part of the curriculum. Twenty-one languages are spoken by the pupils of South Haringey Junior School, Greek being the majority language, spoken by 56 out of a total of 178 children, followed by Turkish (29) and West Indian English (21). The headmistress herself took the initiative when she introduced first Greek and then Turkish classes into the school curriculum. Her "private aim" in doing this was "to make the children feel more at one with the school and to give them a better self-image". The two Turkish teachers are in school for two hours a week and are currently teaching Turkish to Turkish mother tongue children only.

In establishing mother tongue classes as part of the curriculum, the headmistress and her staff found themselves confronting a number of major issues just one of which is the composition of the classes. For although in theory the staff would like to offer classes open to all (in fact, in the first instance, they did), and despite the fact that non-Turkish children feel frustrated at being excluded, it was found that the difficulties of teaching children with either a good or partial knowledge of Turkish, alongside those with none, were so great that none of the children were benefiting significantly from the lessons. And, even now, there is some uncertainty about just how much Turkish is being learnt in the school classes, although it is agreed that the classes have done a

great deal for the children's confidence and sense of self-esteem. Moreover, the introduction of classes as part of the school curriculum appears to have had little effect upon attendance at evening or Saturday classes organized by the community. This despite the fact that, in my own experience with the Reading Materials for Minority Groups Project, some children complain bitterly about having to attend mother tongue classes, no matter how much they value them, when other children are enjoying themselves. Certainly, both parents and teachers often worry about the strain placed on children by attending classes after school. Similarly HMI found "anxiety about the burden imposed, particularly on the younger children, by attending language classes after school", but, again, discovered

| Table 2<br>SOUTH HARRINGEY JUNIOR<br>SCHOOL<br>HOME LANGUAGES |    |
|---------------------------------------------------------------|----|
| Greek                                                         | 56 |
| Turkish                                                       | 29 |
| West Indian English                                           | 21 |
| English                                                       | 15 |
| Gujarati                                                      | 9  |
| Bengali                                                       | 8  |
| Punjabi                                                       | 7  |
| French Creole                                                 | 6  |
| Italian                                                       | 4  |
| Twi                                                           | 4  |
| Vietnamese                                                    | 3  |
| Urdu                                                          | 3  |
| Hindi                                                         | 2  |
| French                                                        | 2  |
| Polish                                                        | 2  |
| Philippine                                                    | 2  |
| Tamil                                                         | 1  |
| Spanish                                                       | 1  |
| English Creole Sierra Leone                                   | 1  |
| Chinese                                                       | 1  |

Jennie Ingham is Research Fellow to the Reading Materials for Minority Groups Project, funded by the All Saints Educational Trust and based at Middlesex Polytechnic. She is also a member of the International Committee for Mother Tongue Education and Reading, a committee of the International Reading Association.

## What price MICROSPECIAL?

Phil Odor sees special education as the major casualty of the DTI's retreat from 'the education game'

There was indeed a resounding silence at the last Concerned Technology Conference about the *Microspecial* software package. As Andrew Fluck said in his letter to *The TES* (September 28): the distribution of a free pack of 20 programs together with support materials, was to have been announced during the proceedings as a contribution towards the introduction of microcomputers into special schools. Instead, the only announcement was by a publishing house, seemingly now the sole distributors of the material at a cost of £250 per pack. What Mr Fluck said is true, but only half the story.

There has been a lot of behind-the-scenes work done in creating the programs and documentation, with input from the Department of Trade and Industry, English, Scottish, Welsh, and Northern Ireland Education Departments, the Microelectronics Education Programme, the Scottish Microelectronics Development Programme, Council for Educational Technology and many others, ranging from teachers to inspectors, researchers to programmers. Three national planning conferences have been held to determine the content, moderate the plans and review the results, and the programming effort alone significantly swelled SMDP's staff for a time.

**The primary initiative passed by and departed, and many special schools are still waiting, with no hardware, and now no software either?**

Andrew Fluck underestimates the case when he says that the pack was "partly funded" from government sources - a very large amount of government money and volunteer effort went into its development. The commercial input was comparatively trivial.

Casual observers may have paused to wonder why so many educators and government agencies gave time to producing material which has been priced out of the market, especially since the target schools concerned don't even have microcomputers - at least, not as a result of government initiatives such as those in primary and secondary education.

The historical answer to that is something of a national disgrace, and indicative of wider problems facing both education and those who seek to help it.

After the microcomputers in secondary schools scheme (which had little in the way of support material, and even less formal training), came the realization that one couldn't merely dump machines into schools and walk away, even if one was the Department of Trade and Industry. In the subsequent primary scheme, the *Microprimer*

pack (notwithstanding its bugs and educational faults) and the very short training course for teachers pointed the way forward. For those in special schools it looked as though just for once being the usual place in the queue might mean that their own scheme (when it finally arrived) would be that much better designed for the delay.

And the DTI did its best in the early stages as the report of that first conference shows. The keenness on the part of all the people concerned to contribute time, energy, materials and expertise was as a direct response to "the proposed announcement expected during August (1983) by Mr Kenneth Baker, Minister for Information at the Department of Trade and Industry, regarding a new DTI initiative to assist children with special educational needs. Tentatively, the assistance was likely to take the form of a 100 per cent grant-aided package of microelectronics hardware and software to a selected group of schools or units for the education of mildly mentally handicapped children."

Some of us griped about the exclusion of children with other special needs, but a first step is better than no step at all, and we welcomed the initiative.

There is an interesting ministerial phenomenon, known as the "ghost announcement". The minister had not pronounced publicly on the scheme, but preparatory work was well in hand, and hard decisions in schools had to be made on the basis of promulgated rumours. For example: should a special school buy a micro either outright or under another subsidized scheme, or should it wait?

This decision was not merely one of good husbandry of scarce resources - there was the real risk that fringe benefits like the *Microspecial* pack and training would be lost, as well as the possibilities of buying incompatible hardware. So the best advice was: wait. The primary initiatives passed by and departed, and many special schools are still waiting, with no hardware, and now, no software either.

How have we got from that dynamic start to the

current dead-slow-and-hacked-peddling? The true reason is simple: ministers associated with the DTI are pulling out of the education game, and this retreat is faster than on-going projects can gracefully support.

In the case of the *Microspecial* scheme, the ghost announcements on hardware faded away to nothing, leaving only the pack still being developed. As a consolation prize, this was to have been distributed on its own, announced by the Minister at the conference (almost a year after Kenneth Baker first failed to announce the full scheme). In the event, money is not now even available to distribute the pack, and the Minister's speech consequently sounded rather like banging an empty cake tin: noisy, but no cake.

We are now increasingly told that DTI's involvement is to stimulate British industry, not to promote awareness, as once was the case. This being so, the story goes, schools and authorities should get used to paying their own way for software and hardware. Maybe so, and maybe not: but did this really have to start with special education - did government really have to begin the new order in an area with so many problems of its own?

We are told that £250 is a "commercial rate" for the package, from an educational publisher. However, it is the most economic rate for doing the job? Distribution via MEP's blue book scheme, via SMDP's college distribution system, or by public domain exercises, would all be far less costly: the whole pack could probably be had for under £50.

If the pack had been commissioned and produced by the publishers, then there might have been some justification in the cost (although the chances of selling at this price would still be in doubt). But since the material was produced, vetted and moderated entirely by government agencies or by volunteers, I fail to see how this distribution method can be justified, morally or financially.

For the teacher who has been involved in evaluating the material, it is particularly galling: she will have to pay three times for the pack. Once

with her time and skills. Once through the taxation system to pay SMDP's programmers and other staff. And once through the rates to her local authority to allow them to buy it at four to five times a reasonable price, for a single copy which it will be illegal to duplicate. Most of us are better off - we only have to pay twice. But why should we?

Let us suppose that there are 1,000 schools who might benefit from a pack. Suppose that a realistic figure for distribution might be £50 per pack in these numbers, through authority channels. This exercise would cost £50,000.

The Concerned Technology Conference itself was a glossy affair, with entertainments such as free medieval banquets for the delegates: it cost well over £130,000 to stage. A little less gloss, a better direction of industry contributions away from fancy folders and designer pens into more appropriate channels, and enough could have been creamed off this enormous public relations exercise to turn it into a working conference, and simultaneously subsidize the pack. Why was it not done?

I am aware that the Department of Education and Science and the Scottish Education Department are now trying to repair the harm done, by finding other funding resources. I hope they

**Since the Microspecial pack was produced, vetted and moderated entirely by government agencies or by volunteers, I fail to see how this distribution method can be justified, morally or financially?**

succeed, and those involved need our support and help: it isn't their fault. But the root problems will remain.

We may be stuck with a desire by government for commercialism in all things. Very well: but let it be real commercialism, responsible for the generation of its own products, and for their subsequent maintenance.

We may also have to cope with shrinking budgets. However, it should not be unrealistic to ask that government should be able to plan its economic strategy well enough to avoid having to abandon mainstream its responsibilities to minorities such as special education, and its programmes for them.

*Department of Trade and Industry Microspecial Starter Pack for the "IT in Special Education National Scheme". Report on the Dunblane Consultative Conference, SMDP, 1983.*

*Phil Odor is Senior Research Fellow at the Gifford Thomson Unit, Department of Education, University of Edinburgh.*

## On the trail

Susan Thomas boards the British School Technology Trailer

There is more to the British School Technology Trailer as seen at this week's Design and Technology Education Exhibition, than meets the eye. Behind the sleek, flame-proof benches, natty fold-down projector screens and engineers' treasure chest drawers, lies serious, philosophical thinking about technology: its place in the curriculum, role in relation to traditional subjects, and relevance to young people.

The BST trailer project, directed by Geoffrey Shillito, is a nationwide in-service training programme funded by the Industry/Education Unit of the Department of Trade and Industry. It has its origins in the CDT buses of Bedford but unlike them the trailers exist solely for the in-service training of teachers.

There are four to date, each 12 metres long and stocked to the gills. They are light, airy and sufficiently roomy to accommodate a class of 16 dedicated professionals, though not perhaps 4X.

As there is no heavy equipment on board, for those sessions when lathes or welding equipment might be necessary, the trailer simply moors at a school or FE college which has them. In-service course lasts a month, broken into week-long blocks with a lengthy period for trial, error and digestion in between. The less experienced teachers and the more senior to learn, says John Forth, senior lecturer with the project, "longer the break they need. The very fact that participating i.e.s. are invited to second at least seven pairs of teachers (one CDT and one science teacher from each school) at the same time, makes it relatively easy to organize a programme of curriculum development workshops in the interval."

More than that, by training the teachers in pairs, the organizers hope to maintain continuity in the schools should one leave and to open a dialogue between subjects. The i.e.s. is also required to appoint

an experienced teacher who can progress to an intensive, in-depth training course first at Trent Polytechnic and then at the Bedford Mobile Resources Development Unit.

This policy of training the trainers should produce a crack elite of problem-solving advisers, a vital component of the programme. Whether the funds will be there to pay them as such is another matter entirely.

So far, however, the i.e.s.s. are taking the strain surprisingly well. The programme is available to any authority in England, Wales or Northern Ireland, but to qualify it must undertake to release its teachers for four weeks, equip their schools in readiness for the new subject, arrange follow-up workshops and monitor progress.

The response, says Joyce Bullimore, project assistant, has been fantastic. "Within a month of announcing the programme, and needing the support of a dozen i.e.s.s. to get DTI funding, we had 40 responses. Now we have 80 courses scheduled for the 1984-85 academic year, 1985-86 is full and we're working on the programme for 1986-87."

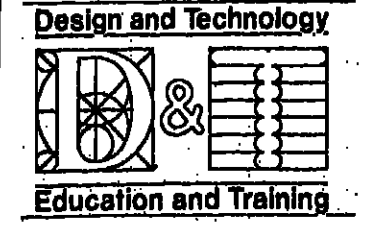
So what will they learn, the 1,200, mostly male, technology teachers who are undergoing training this year? During the four-week courses, she says, they should acquire sufficient knowledge



and expertise to teach structures, mechanisms, instrumentation, pneumatics and electronics systems to CSE, O and A level or the new 16 plus technology exams.

There is, however, more to the courses than the acquisition of a body of knowledge. "We hope to develop pupils' skills, judgment and knowledge," says Forth, "so the teachers' course reflects that."

He starts by presenting the group with the sort of problem they might set the children, perhaps "to devise a simple, cheap, electronic solution to the problem of the man who wants to know whether his greenhouse needs watering without going down the garden to find out!"



The objectives of the course include problem solving, the provision of resources and curriculum information, practical experience of the technology

design process, and an understanding of both current and future examination and assessment practice. Not least the tutors hope to see an enhancement of the teaching of CDT and science and the development of an optimistic view of technology in which it is seen as having a creative, unifying and humanizing power.

Maybe this last objective reflects the anxiety expressed by some science staff that able sixth formers, particularly girls, are rejecting careers in science or technology because they see them as essentially destructive disciplines.

Those pupils would be encouraged by the first of the tacit assumptions which run through the whole programme - that technology should be a tool, equally applicable to the arts, sciences and craft subjects. The other is that the design process is valuable in its own right.

It will not be easy to gain general acceptance for this point of view. It is not just the traditional reluctance of academics to recognize the worth of the practical, of visual and verbal methods of communication as opposed to the written word or to value inventiveness. It is also a matter of hurt pride and differing priorities. "The high profile (and financial

support) given to technology at the moment," says Forth, "is not calculated to reassure teachers in other subjects. Though," he added glumly, "it is nothing like the high profile MEP is getting."

"We try to overcome that by involving the rest of the staff and demonstrating that the technology courses can enhance their work if we can cooperate."

Thus, he says, technology teachers can make things better for everyone, not least the children, by using a vocabulary the children already know; using chemical formulas in the way the chemists do; involving English staff in the techniques of report writing; and, most obviously, building a partnership instead of a rival company and sharing "the exciting stuff" with the physics department.

To see BST in action I visited John Forth's trailer in the Sandwell area of Birmingham. Fourteen Sandwell teachers, all men, and more than half of them heads of department were on day two of the first week. Early stages.

Sandwell i.e.s. had been very good, said Forth, allocating £3,000 to each school, just enough to equip a workshop to take 20 children, and had already appointed an advisory teacher from among the 14.

The teachers were still somewhat bemused but more enthusiastic than daunted by the work ahead. At lunchtime, in the pub the conversation ranged from the problems of motivating the girls to how to create opportunities for opening up a dialogue with other teachers back in the staffroom.

And what of the initiates, teachers who have already completed two or more weeks? Bill Candeland, CDT teacher from St Aidan's School, Cumbria, has no reservations. "Marvelous," he says, "three years ago there was no technology in my school. Now I've got 50 kids doing a technology exam in the fifth form."



## Freshers' guide

Another View - A Student's Guide to Higher Education Choices  
Format VHS £31.69, or £20 hire  
Produced by Manchester University Students Union, Oxford Road, Manchester M13 9PR.

A new crop of freshers is currently measuring up its first impressions of university, polytechnic or college against its prior expectations. The better informed applicant is more likely to have made a successful choice and the students of Manchester University have put together this video to tell their successors the kind of things they ought to find out.

Assuming total ignorance from its sixth-form audience, *Another View* packs a complete survey of undergraduate life into half an hour and still manages to entertain. Students tell their reactions; on money - it's difficult handling several hundred pounds for the first time in your life; on digs - the only problem was the rodents; on food - you put on a gown for dinner like Batman, then bang your spoons on the table.

Subjective responses are balanced by glimpses of a lecture, a seminar, a library and an essay crisis. The difference between the various higher education institutes is explained, and our representative students say why they chose their courses. Course information should (in theory) come from prospectuses and schools, and the video concentrates on other factors in the decision. Would you prefer campus or city life, is there a society for your favourite pastime? Jitterbugging and judo, drama and racing chess are all shown to be fun, but polytechnics may have fewer societies and sports facilities than universities.

MUSU is to be congratulated on a stylish production with what must have been limited resources. The talking heads are interspersed with snappy quick-cut sequences which show what can be done with a few stills and the right sound. The result is a tape which any school or sixth-form college would find valuable, especially for pupils without any contacts in higher education. The accompanying fact-sheet gives a reminder of how to apply as well as summarizing the main topics. The only slightly tacky note is the plug for the National Union of Students Insurance Service given by its ex-president Neil Steward, but he also provides the up-beat ending. Apparently he reached his position after school reports saying he was not university material, and advises anyone who is keen to go on to higher education to have a bash.

Judith Mirzoeff



## Child's world

John Bald on a new approach to reading and language development

Helping your child to read  
Laser videodisc only  
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BBC Enterprises.

It is increasingly common knowledge that most children can be taught to read well before they reach the age of five. Whether or not this is desirable remains, however, a matter of debate, with objections ranging from the problems caused in a class of beginners by a child who can already read, to a desire to keep at least some years of a child's life free from the influence of indirect experience through books.

The authors of this videodisc have no doubts. It is overtly didactic and presents parents with a range of activities designed to help them to use experience deliberately to develop their children's language and to teach them to read. It may, therefore, be seen as an implicit challenge to the view expressed recently by Barbara Tizard and Martin Hughes in *Young Children Learning* (Fontana) that parents do not need professional advice on interaction with their children.

However, as the use of books and stories at home was only briefly touched on in their research, the issue is perhaps not so clear-cut. The programme is based on the idea that the use of language in the child's world is "the essential foundation for reading development", and gives considerable attention to explaining how experience can provide linguistic enrichment, whether it be a visit to the zoo or a turn in the kitchen. As children are often delighted to share in their parents' interests, the advice to "stick to the child's interests, not

yours" probably takes the idea too far, but at least the language-experience orientation is unmistakable.

Books and stories are seen essentially as an extension of this experience, so that the programme is much broader in scope than some others produced for direct sale to parents. There is plenty of visual evidence of children enjoying reading with parents, making word-games, choosing their own books from the library and learning to write. Richard Baker's voice-over commentary is occasionally patronizing in tone, but the information offered is nevertheless far more detailed than that normally available to parents, and includes a useful section on parents helping in school.

The advantages of the videodisc format, recently described by Anne Grimshaw in *The TES* (September 7), are tantalizingly apparent. The disc is much easier to use than a tape, and the picture quality is brilliant, even on freeze-frame. However, this is about as relevant to life in most schools as the flight schedules of Concorde, and if the programme is to be of any practical use it must be made available on tape.

While anyone using it will have their own reservations about points of detail, the programme does contain a persuasive picture of an approach to reading and language development which is increasingly common in schools and could, therefore, be of real help in promoting communication between parents and teachers. Many others who work with children, including nursery nurses, health visitors and residential social workers might also find it a useful source of practical ideas.

there is a chance for peace".

Well, ideals always do tend to be clichés, but these are spoken with a conviction which undermines the easy cynical reaction. It's good to hear people so thoughtful, articulate (all in English) and concerned. Confident and beautiful too, they have got it all, including the privilege of an international education, which puts emphasis on physical activity as well as mental. Depending on where the college is, they ski, they canoe, they climb, they farm. "You just do it. Things you thought you couldn't do."

And they work in the community, in Singapore in a home for handicapped children, in Wales operating a coastal rescue service. "It's a little different from going home from school and sitting in front of a TV for a couple of hours," says an American, her dryness not concealing her appreciation.

The video focuses on each college in

turn. The administrators pop up from time to time, seeing symbols: Atlantic College is on the site where Christianity was first proclaimed in Britain; from the College of the Americas West you can see the ruins of the Santa Fe Trail. Prince Charles pops up too, explaining the part Lord Mountbatten played in getting the whole thing going.

In some ways the whole venture is hopelessly idealistic and pitifully small. How do the students cope with the real world of prejudice and injustice? One black student goes home to South Africa and walks through all the "whites only" entrances, but how long can he keep doing it? You can only remind yourself that overwhelming odds aren't necessarily a reason for giving up. There's certainly inspiration here, though it's never clear quite what market the video is aimed at.

Jessica Savage



been possible to calculate the moon's age from the study of the impact crater on its surface. The now familiar pictures of astronauts collecting rock samples are appropriately included.

This pair of films has been produced to very high professional standards. The commentary complements the pictures extremely well and the American accent does not present problems

for today's children. Background music and other sound effects are suitably selected. I would strongly recommend both films as an excellent resource for both primary and secondary schools. Quite apart from their intrinsic interest, they cannot fail to stimulate question, discussion and further study.

Philip Hyth

# EXTRA

## CRAFT, DESIGN AND TECHNOLOGY

### Great expectations

John Penfold gives an historical perspective to present hopes and asks: "can we succeed where the Victorians failed?"



THE SCHOOLMASTER OF THE FUTURE.

(And the answer we get like this below.)

John Penfold, "NOTHING YOUR VOICES AND 'OUTRAGED' LET ME BRING HIM SOMETHING USEFUL!"

Nineteen-eighty-four - the centenary year of the recommendation to introduce manual instruction into elementary schools - affords a unique opportunity to assess the place of CDT in the curriculum. The fact the centenary has come - and nearly gone - without so much as a mention, is astonishing.

A centenary is a notable event in the development of any subject. In the case of CDT it has a particular pertinency. Not only is no subject more heritage to its origins, the circumstances which surrounded its beginnings and those prevailing today bear a remarkable resemblance.

Somewhat, if not before, the 1851 Great Exhibition Britain's incipient desire as the world's foremost industrial power had set in. By the closing decades of the century this had become an issue of national concern. *The Times* commented that Britain "could not fall into the second rank without conscious and notorious disgrace."

Initially, many attributed Britain's low of manufacturing ascendancy to the superior provision for technical instruction in the education systems of our foreign competitors. Intense pressure resulted in the establishment of the Royal Commission on Technical Instruction to examine the situation. An interim report, published after a visit

to France, found favour with *The Times*. Readers were informed that, in Parisian primary schools:

"actual trade teaching of a rudimentary kind is combined with the common elementary instruction. Children at school during the earlier years of their school course are taught drawing, modelling, carving and joinery, smith's and fitter's work."

Interest in manual instruction so heightened that it became one of the burning educational issues of the day. It, therefore, took no one by surprise that, in their second report, the commissioners recommended that:

"proficiency in the use of tools for working in wood and iron be paid for as a 'specific subject' (ie. receive special funding) arrangements being made for the work being done, so far as is practicable, out of school hours."

Throughout the 1880s, industrialists shared platforms with politicians to promote the introduction of a Technical Instruction Bill. Eventually, after eight attempts, one reached the Statute Book in 1889.

Few could have foreseen that the industrial lobby's dominance would soon be challenged. Fewer still that the challenge was to be spearheaded - astonishingly - by a number of articulate, dynamically persuasive women. In contrast to the industrialists, their concern was not primarily with improving the quality of the nation's potential skilled workforce. Instead, they rested their case principally on the educational value of manual instruction as part of the general education of all children for girls as well as boys. The source of their inspiration, again improbably, was Sweden, at the time an almost totally unindustrialized country. Yet within a decade the Swedish system of educational handwork, known as *sloyd*, had leapt into prominence.

Hundreds of English teachers, many of them women, travelled to Sweden to attend a six-week training course. The sight of the English women provoked surprise. Jane Warren, a London head teacher, wryly observed that foreign teachers did not think it possible for "English ladies to work with their hands." Another woman teacher who attended a training course in Leipzig recalled: "We were appalled to find we were the only ladies among about sixty men, who all gazed upon us as if we were some curious specimens of wild beast. They even took their cigars out of their mouths, that all features might express astonishment."

What, women readers familiar with the CDT scene today might ask, has changed? The women were joined in their challenge by leaders of the Arts and Crafts Movement whose anti-industrial stance attracted wide support. The philosophy of the movement had, undoubtedly, a powerful appeal for those East London elementary school teachers who came into daily face-to-face contact with children acutely disadvantaged by the excesses of the industrial system. Later, many teachers, especially those trained at Shoreditch and Loughborough colleges, absorbed the ethical and aesthetic values of craftsmanship propounded by Ruskin and William Morris. That influence is still far from dead.

This is not to say that the membership of the three groups was mutually exclusive. It was not. However, interests of individual campaigners often provided the opportunity for a fruitful interchange of ideas, the circumstances hardly looked propitious for an arranged marriage between two parties, let alone a *mange-a-trois*. Decidedly Sweden, then a country remote from the mainstream of European thought, while it may latterly have acquired a reputation for certain privities, looked in the 1880s a distinctly unlikely bedfellow for either of the other two parties.

And this turned out to be the case. No marriage took place. The relationship ended in bitter acrimony. Nevertheless, not before the industrial lobby had begun stripping the women of their educational trappings and using them as their own. Sir Philip Magnus, the lobby's leader, and his lieutenant Solomon Barber, ex-teacher and industrial manual training organiser for the School Board for London, became instant educational converts.

Yet, paradoxically, both espoused the appointment of skilled tradesmen to manual instruction posts in preference to trained teachers. Eventually and ironically the initiative which began with a concern with engineering ended in a welter of woodworking. Little more was heard of manual instruction being a preparation for industry.

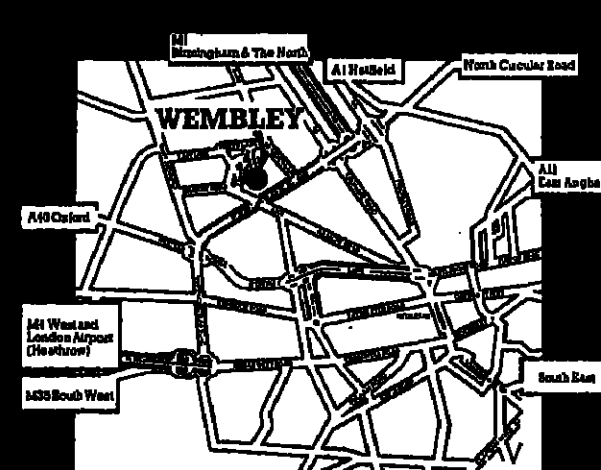
It will be apparent by now that this is not dredging up sterile, irrelevant history. It explains why, despite patient progress, practical subjects spent the first sixty years of this century in the educational wilderness. Now, suddenly, following James Callaghan's 1976 Ruskin College speech, all this has changed. He urged that the school curriculum should reflect and respond more closely to the country's technological needs. His appeal has been warmly received, not least by the present Administration. Or, as *The Times* put it in 1984:

"There is a fashion in education... Technical education is the fashion at present... Public fashion in this respect agrees for once with public interest."

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## DO YOU KNOW?



On the 23rd to the 25th October 1984 the largest specialised education exhibition of its type in the world will be held at the Wembley Conference Centre. Daily programmes include Films and Seminars that will keep you in the 'know'. See and discuss all the latest equipment, news and views with leading manufacturers and educationalists. Please circulate to all department Heads in the Art, Craft, Design and Technology fields. Opening address and tour of exhibition by Mr. Kenneth Baker M.P., Minister for Information and Technology at 11.30 am on Tuesday 23rd October. 2 Day Conference on the 24th and 25th October, allowing time to visit the exhibition.

General School Parties NOT admitted; Senior pupils by prior arrangement only.

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## U edits

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It would be a pity if shortage of money prevented the purchase of both these films, since they are in important ways complementary, the contrast between the two planets being implied throughout. From the opening sequence of *The Earth*, the view of our planet taken from a spacecraft as it speeds away, one is aware not only of the high technical quality of this film, but also of the enormous possibilities for teaching and learning that have become available through the space exploration programmes. Both these videos make appropriate and telling use of photographic and other records obtained from satellite and spacecraft sources. One can only sympathize with those generations of teachers who had no such resources.



# Analyse, evaluate and realize

Paul Burton discusses approaches to problem-solving in CDT

## Great expectations

Will the present drive succeed where the Victorians failed? Those outside the subject whose expectations are high may not appreciate the scale of the problem. Superficial contact with zealous advocates and impressive visits to showpiece schools can give a distorted impression. Nor, perhaps, do they understand the problems of the average CDT teacher buffeted by constant changes in direction in recent years.

It should not be forgotten that, traditionally, for most CDT teachers "vocational" has been a dirty word. They taught their subject for educational reasons - like the rest of their colleagues. The Department of Industry, through TVEI, is hoping to transform all this.

There are many CDT teachers who are responsive to these overtures. Indeed CDT conferences ring with exhortation and enthusiasm have an air of old-fashioned revivalist meetings about them. The text is always the same: "The time for our subject is come". The bandwagon is literally on the road. The ubiquitous Bedfordshire bus has become the prototype for a whole fleet. In the nineteenth century peripatetic science teachers trundled their mechanics experiments in a handcart. The twentieth century buses, bristling with technological gadgetry, take technology to schools with neither the staff nor the resources to teach it. Fine as a temporary expedient, but it carries with it the danger of pupils seeing technology as being something different from, rather than an integral part, of the curriculum.

This is not to carp. There remains, nevertheless, a nagging doubt concerning the ability of schools to fulfil expectations. Innumerable questions are thrown up. How do we resolve the desperate shortage of teacher training applicants, especially those with a maths and physics background? How do we attract the brightest pupils - surely what technology requires when the subject is still in the second rank? How do we encourage more girls to pursue the subject to examination level? How does one promote integration, not duplication, with science departments? How does one sustain interest when the first flush of enthusiasm has disappeared or jobs don't materialize? How can the teaching of design - now eclipsed - crucial implications for manufacturing success?

And so one could go on. For the present, fundamental problems relating to the development of the subject go unresolved. Their resolution must be a priority as the subject enters its second century. But who should resolve them is a problem in itself.

John Penfold is lecturer in the Department of Design and Technology, Brunel University.

A tentative knock at my office door shattered the silence of my concentration. The forlorn and distressed little figure of a first year girl stood gazing up apprehensively, eyes brimming near full with tears.

"I've got a problem", she blurted out, and then proceeded to explain her predicament concerning the broken zip on her school bag containing her dinner money and that she had cut her finger trying hard to mend it. Well, being a good CDT teacher, I analysed the situation, applied the appropriate technology (in this case a large pair of pliers), arrived at a successful conclusion, and so away went another happy and satisfied customer.

A few days later I was giving a talk on problem-solving activities to a group of post-graduate science students at the Roehampton Institute, and during a plenary session a young lady about to start her probationary year in a school looked at me very apprehensively, just like the little first-year girl, and said: "I've got a problem".

She explained that she was very keen and enthusiastic about this approach to teaching, but unfortunately those lessons involving problem-solving activities had not been successful and that when she had asked for help from experienced teachers the reply from colleagues was "Leave it alone - not worth the trouble - always fails - ends up in chaos".

This set me to thinking about my own experiences with problem-solving approaches with which I have been involved with for nearly a decade, both within my own teaching and that of the CDT department, and made me decide to set down some of my observations concerning their application as a learning strategy for pupils. I thought this might help those practitioners who may be a little reluctant to employ these approaches in their own teaching.

My first observation, and what I would consider to be the underlying basis for all problem-solving activities, is that the most relevant the problem to an individual, the more motivated he or she is in finding an appropriate solution, as is clearly illustrated in the previous two examples. Keeping that in mind, let me first try briefly to explain problem-solving.

Most contemporary approaches to CDT within the secondary school curriculum have placed their main emphasis on the activity of problem-solving in design. Within this activity a number of design strategies have been proposed and adopted by practitioners of CDT; chief among these are the linear and the cyclic processes. These two processes involve analysing a problem, offering various possible solutions, evaluating these and finally realizing one of them with the use of appropriate materials.

I employ both these approaches, but predominantly the linear approach, which is logical and systematic in character. It takes the form of a procedural path which begins with the awareness and identification of a need or problem and ends ideally with a successful solution. This procedural path can be broken down into a developmental sequence consisting of a number of related areas of activity (see below). Alternatively, instead of the "linear path" we could implement a "cyclic path" (more commonly referred to in CDT departments as the

"design loop"). Unfortunately, with both these "paths" two major, and difficult questions arise: ● Who makes the child aware of the need or problem and how to identify it? Is it the teacher's responsibility? ● What determines the number of sequences needed to bring about a successful solution?

Bearing those questions in mind it becomes very apparent, when I visit schools and departments, that they employ what I would call an "antiseptic" view of problem-solving. Basically I refer to it as the "TCP method" which stands for "Teacher directed problems", "Closed-end problems" and "Pupil-oriented problems". I would suggest that possibly all three are employed to a greater or lesser extent in departments.

For example, with first-year pupils I initiate them into the problem-solving approach using a simplified version of the linear process, incorporating simplified terminology. This approach is very much teacher-directed. The problem is given; material constraints, tools and techniques are carefully restricted.

However, I must emphasize very strongly that the responses are very individual and unique to the pupil and that no two solutions are the same. Alternatively, one can incorporate the "Closed-end problems" which tend to be used more by departments in the design technological end of the CDT spectrum, where specific components are given in such areas as mechanisms, electronics, structures, pneumatics, and the solutions are nearly always predictable, especially when using "constructional kits" which have become very popular with departments.

But I will be at pains to point out that once the basics have been understood using this approach it then lends itself to the third area of "TCP" methods - "Pupil-oriented problems", that is problems deriving from a need or situation peculiar to that individual, in simple terms "personal ideas".

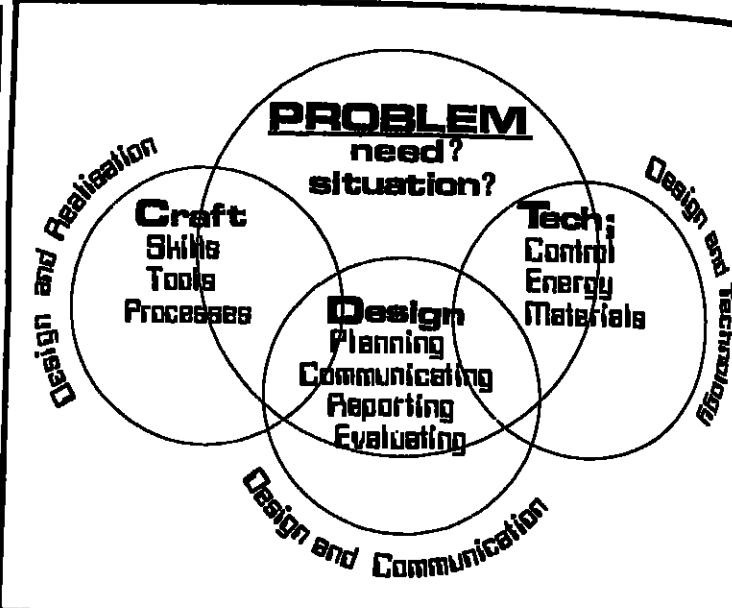
For example, one young boy had been to a drag-racing competition with his family and he had seen a car fitted up with a jet engine. The boy then produced several sheets of drawings, sketches and a cardboard version of a proposed scale working model he wanted to construct using a small "glow plug" aeroplane motor.

Unfortunately, at that time his technical knowledge was limited and his ideas a little impractical. However, fantastic or impractical ideas may appear, there is no doubt that they have a significance for the individual. However, I can hear the readers say, the problem with "Pupil-oriented" problems is that they cause many more problems, such as organizing workshop facilities, materials, teaching techniques, contact time, staff involvement and so on.

How can this all be managed when teaching 21 individuals each with his or her own needs, interests, situations and problems? There is no easy solution, but one possible means of direction is to develop or create situations in which the individuals in a group can direct their own energies and yet make a collective response. We all have our own interests, likes, dislikes; but sometimes we can be collective in our responses as in buying a particular brand product, record, car, television, book, home computer - three million people buying a "Boy George" LP must have something in common.

Group work thus provides the basis of catering for individual needs. What I am suggesting is finding, selecting, creating "common" situations or needs from which pupils can develop individual responses or the "SDP" approach.

No, it does not stand for the Social Democratic Party - what it stands for is Stimulus, Discussion, Problem. By producing the right stimulus and involving the pupils in discussion, a problem common to them all can evolve from which an individual response can emerge, but with the teacher orchestrating the learning situation and in control of the use of materials, techniques, skills, and knowledge.



Such a situation occurred recently when a young boy in my third year design and technology group was very upset because his granny had fallen down and hurt herself, and had lain on the floor for nearly one and a half days before help came. This provided a "situation" on which I expanded by providing "stimulus", posters of old people, rooms, statistics on accidents in a home, newspaper cuttings. From this I directed discussions on the topic of emergencies and accidents. The pupils found it easy to relate to this because common to both boys and girls in the group were elderly relatives.

The scene was set, and a "brainstorming" session held, with ideas flying fast and furious - emergency alarms, something to attract neighbours, a noise, flag, signals, sirens. Collectively, the "problem" emerged - design and make an emergency alarm system for a Senior Citizen.

The specification developed, size no larger than a video cassette, mounted on the outside of a wall, operated mechanically or electrically, that should have a signalling device, such as lights, alarm, speakers, bells. What I then allowed was pupils to work in teams or groups, to have a project director, secretary, project coordinator, and to establish a company with an identifiable logo. A time limit was given on the final presentation of their solution, which included a 25-page design brief, packaging format and advertising campaign.

My teaching strategy involved lessons on designing electronic circuitry, using "Locktronics" equipment, material considerations, communication processes (technical graphics), modelling and researching techniques - all very much inter-related and illustrating to the pupils the need for team work and that each of the separate skills and experiences they developed, collectively, produced the final product.

Opportunities sometimes come unexpectedly, and taking advantage of situations which present themselves and having a fairly flexible approach

towards a syllabus can reap rewards, beneficial to both staff and pupils. At the beginning of this school year there were installed on the school "Redga" pitch some large spotlights which required an even larger crane to place them in position.

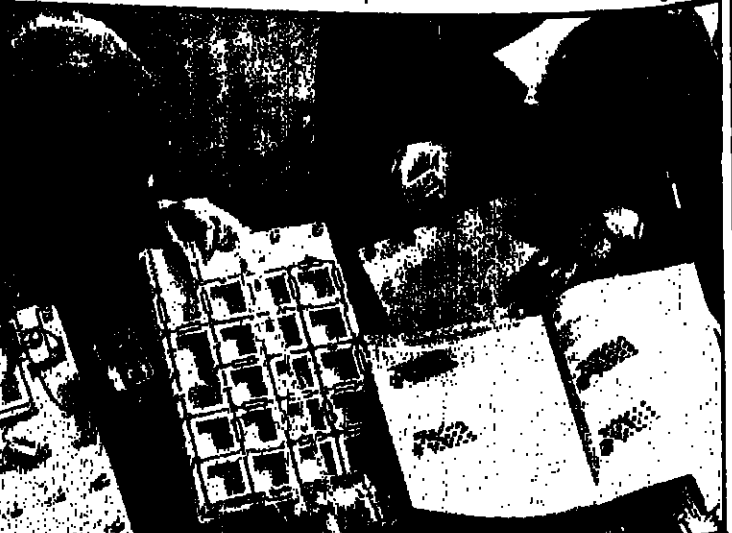
The operation fascinated the younger pupils and it became a talking point in CDT lessons - so much so that I showed slides on different types of cranes and lifting mechanisms, not just to one group but to several. Subsequently the staff set a "problem" based on lifting a 400gm weight from a TD desk to the floor and back again. The response was tremendous - mechanisms, electronics, materials - all combined in one project theme.

Using the SDP approach in a traditional technical graphics lesson can transform the subject area. Recently the Queen officially opened the Thames Barrier. Here was an opportunity to create a "situation". I showed the class a video of highlights of the ceremony which included a synopsis of the function of the barrier, illustrated diagrammatically. "What would happen to London if submersible blew it up when river water levels are critical?" The question provoked an immediate response. Carefully directing, I channelled the group into discussing the design of a survival module for 10-20 people for use in emergencies, and the production of a "model" of their chosen solution.

The project "took off" into data research on methods of power, energy conversion, heating, food storage, calorific intake, living conditions, materials and so on. Technical graphic techniques involved organizational diagrams, pie charts, free hand sketching, orthographic presentation, modelling processes.

Again I used the "team" approach for this particular project although the value of groups working in problem-solving situations is rather undervalued in CDT. Group work should not be undervalued in this way. Most people, I consider, want to "belong".

continued



My teaching strategy involved lessons on designing electronic circuitry, using "Locktronics" equipment.

## Analyse, evaluate and realize

continued  
Being part of a group gives feelings of security and more opportunities for recognition, and I believe most pupils find a group situation acceptable; as G. Morris remarks:

"All organizations can meet this potent need. Not all do. Many still underestimate the enormous motivational power of "team" work, especially a team with an effective leader."

But I wonder whether many CDT teachers encourage group projects or activities. Perhaps they do not think such situations can produce "motivation" in pupils. I consider that group work offers something more than positive recognition. It should be the opposite of being a mere "cog in a wheel". Each pupil needs to feel that he is contributing something of importance to the group activity and that he is necessary.

Whether one incorporates TCP or SDP approaches in instigating problem solving, there are what I consider

fundamental points to bear in mind and I have listed five, not in any specific rank order:

● Let the problem evolve naturally and preferably through the individual's need or situation. The more related the problem is to the pupil the more motivated he will be in producing or finding a solution.

● Research and catalogue ideas for problem-solving and be flexible enough to allow for taking advantage of unusual situations, circumstances or events reported in the media, both locally and nationally. Sometimes the novelty approach pays dividends.

● If trying to create artificial situations through stimulus techniques, make sure they can be related to needs or situations common to the group. Find out what their interests, dislikes and fads are and try to tap this ready-made resource.

● If applying the linear approach to problem solving, remember what Eric Hoyle wrote in his book, *The Role of the Teacher*, in which he suggests that part of a teacher's function is "to move to the periphery and merely create the right conditions for pupil-oriented

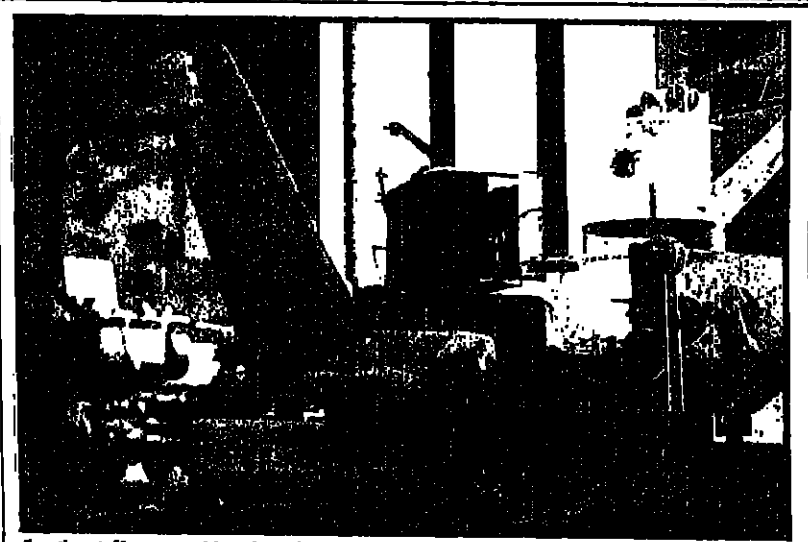
activities and self-direction". In creating these situations a teacher can still orchestrate or manage the workshop activities by providing the necessary tools, processes, equipment and materials and steering the pupils without too much over-direction.

● Team or group work - try to employ this approach in your teaching. It is more advantageous to direct groups of pupils engaged upon the same task, but make sure each individual is doing his own bit to help!

Finally, for those teachers who have not yet endeavoured to come to grips with this method of teaching CDT, and who still rely on the traditional approach, I leave you with a quote from Isaac Asimov who said in a recent interview:

"But people resist change, and it is difficult to blame them for that. Change is uncomfortable - even frightening. We like what we are accustomed to; we feel warm in our pleasant cocoons of habit. To alter this, we have to accept the very notion of change - its desirability, its inevitability."

Perhaps in some schools it may be too late?



"... the staff set a problem based on lifting a 400 gm weight from a TD desk to the floor and back again." References: Eric Hoyle, *The Role of the Teacher*. G. Morris, *Motivation - the other need*. Emus Ltd. Lecture notes.

Paul Burton is head of CDT at The Heathland School, Hounslow, Middlesex.

## A relevant relationship

Brian Locke outlines the aims of DESTECH, a new Association to promote liaison between education and industry

Many young pupils are now learning to operate a computer and are facing "technology" at an increasingly early stage. Where will this leave education? What will it lead to? Many of those in both industry and education believe it is vital that contact between these hitherto slightly distanced sectors be improved, and a productive relationship encouraged.

Education must be seen as a preparation for life, and much of life consists of work in one type of business or another. So industry ought to encourage the development of areas of education which will help to fit its pupils for their future work. One particularly relevant subject area is that of craft, design and technology.

The association, DESTECH for those in education, industry and the media, is a recent initiative to encourage the relationship between design and technology education and industry. It will have its inaugural conference and annual meeting at Wembley on Monday October 22. This will enable the visiting educationalists to have the convenience of planning one visit to London to cover both the DESTECH meetings and also the Design and Technology Exhibition.

At its inaugural meeting DESTECH will elect a committee and steering committee that has set the organization going and brought it to the present stage, ready for national representation. The early liaison between education and industry has been valuable and the association is well placed to grow so as to take on the key role it is to perform in the future.

The need for coordination and encouragement of forward thinking in craftsmanship, design and technology has been voiced by many people active in education and industry over the years; and there have been a number of approaches to systematize thinking and action in these respects. In fact, one is reminded of the similar trend in thinking 100 years ago, of the seminal activities of the City and Guilds of London Institute and of the reasons for setting up Imperial College in South Kensington.

The concern, today, however, is not with the technological and industrial implications of CDT as a component of education, but also with the contribution it can make to the overall life of the individual. What is needed is to stimulate the flow of ideas and experience between those in education, and those in industry and other types of employment, so as to better prepare pupils for life as well as for work. DESTECH hopes to focus on these needs of both can be met.

The formal aims of the association are to promote craftsmanship, design and technology throughout education; to encourage and establish a closer relationship between industry and education; the importance of encouraging creativity is, of course, central to all types of education at all ages.

There has been much progress in

CDT teaching since the 1950s, and throughout that period there has been a serious shortage of teachers. (The term, CDT, was introduced in 1976 to coincide with a recognized change in philosophy of handicraft teaching.)

Unlike mathematics and science teaching where there are also shortages, most CDT teacher training is by way of BED courses. Few new teachers in the subject come in on the Post Graduate Certificate of Education route following first degrees in, say, electronics or mechanical engineering, although numbers are slowly increasing.

There are now special PGCE courses for intending CDT teachers, for graduates, as well as retraining courses for mid-career teachers prompted to change to CDT, and one-year certificate and two-year shortened degree courses for those with industrial experience and relevant qualifications.

However, the new Technical and Vocational Educational Initiative may initially make the present shortage worse, as it will increase the CDT opportunities offered at many schools and local education authorities, thereby increasing the demand for teachers or specialized CDT courses. The TVEI applies to curriculum development in some 8 per cent of schools in England and Wales, but is likely to have far wider influence as it develops.

Initial shortages and in-service needs are two separate problems which have to be recognized. Developments within CDT courses have increased the need for further in-service education and training opportunities for practising CDT teachers. In addition to national and i.e.a. courses, there are some imaginative schemes such as courses at the National Centre for School Technology at Trent Polytechnic. Those run by British School Technology, currently use staff from the National Centre, and Herefordshire and Bedfordshire, while hosting i.e.a.s are gradually being trained to run their own INSET programmes.

CDT is now accepted as an important component of education, for all pupils of whatever age, sex, ability or vocational destiny. Accordingly it is vital for some form of platform to be provided which allows teachers of CDT, particularly those in secondary schools, to share their aims and expertise, encouragement by industry, further and higher education.

It is necessary to develop initiative, ambition, drive, imagination, judgment and endurance among our young people while at school: to induce in them satisfaction in being capable in more senses than just the intellectual. The young school-leaver might then be encouraged to go into industry bringing to the new job more interests and initiative. It would also be helpful, instead of the unstructured questioning and protest that some pupils and students seem to indulge in, they could be encouraged to develop creative thinking abilities.

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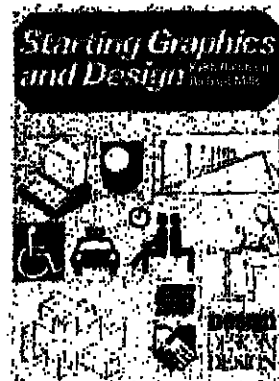
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## A relevant relationship

continued

provide this, and to recruit support for its broad objectives from all interested sectors, including the media.

It also aims to harness resources of influence, money, and professional experience in terms of organization, management and communication skills. The objectives: higher standards in all areas and heightened understanding and abilities in the young.

DESTECH activities are planned to include meetings, particularly between different disciplines and occupations, and between education and industry; to produce position papers on important aspects of the subject; to monitor progress in relevant issues in CDT education, and their outcome; to promulgate and promote recognition of the importance of design and technology studies.

For example, it will be important to ensure that the teaching of further education in terms of the Business and Technician Education Council and City and Guilds and the other approaches to CDT teaching reinforce each other, and so capitalize on the inventive, imaginative approach to problem-solving on the use of techniques and materials which CDT aims to develop. It will be important, too, to support the move to design-based courses in CDT.

The computer skills being learnt at school provide just one example of innovations and new approaches that need to be linked in with all other components of education. There is no best method or formula for success; and the form of dialogue envisaged by DESTECH is intended to encourage the sort of progress needed, also to promote synergy. DESTECH has an office and a mailing service, and it will, at Wembley, set out upon its programme of functions, activities and the area representations that aim to lead to local activities and intercommunication on a national basis.

It is intended that one item on the programme will be a national conference to which relevant industries will be invited to see and hear what pupils have achieved to date; and to contribute to the discussion on equal terms. From there the industrialists could help the educationists to engineer the next stage.

Brian Locke is honorary secretary of DESTECH and senior partner of Cadogan Consultants.

# The Essex/BP Project: technology dimension

by Bob Barnes

More than a decade of successful curriculum development has resulted in large numbers of Essex pupils gaining GCE O level and CSE passes in technology as well as awards in national and regional competitions such as the Young Engineer, the Design Council Design Prize and the Nelex Project competition. This work is now being reinforced by the county's involvement in the technology dimension of the BP Project, the purpose of which is to strengthen technical capability among all younger secondary school pupils.

In the summer of 1983 Chris Marsden (BP Education Liaison Manager) offered his company's support to Mike Sharp (DCEO) in the mounting of a project directed at the enhancement of pupils' education in three issues of vital concern to the nation. These were economic literacy, preparation of adult and working life and technology capability.

A grant from BP, matched by a similar sum from Essex, was set aside to finance a development aimed at strengthening and possibly integrating the three "dimensions". The short-term aim was to involve 24 schools, 8 to each dimension in each year, until by the third year all were involved in each aspect. The middle-term aim is to spread the scheme to include a number of schools and curriculum areas not initially involved and the long-term aim is to extend the project to the whole of 117 secondary schools in Essex.

These aims are not only strongly supported by the County Industry/Education Liaison Committee but also by headteachers and their colleagues, education officers, inspector and parents. Experience of the first stages of the project also points to a noticeable degree of improvement in pupil motivation which it might be claimed, is a result of changed teaching methods.

The organisation, management and execution of the Essex/BP Project was achieved by cooperation between the director of CRAC, the Essex inspectorate and in-service education advisers, together with specialist support from members of the National

Centre for School Technology. The National Institute for Careers Education and Counselling, and the Economics Education 14-16 Project of Manchester University.

For the technology education dimension the general aim was to identify strategies based on existing successful approaches or initiatives developed during the life of the project which would help teachers, and therefore their pupils, to meet the challenges of a rapidly changing society.

The main strategy was to provide a framework to enable science and CDT teachers to work together on ways of resourcing and managing curriculum time so as to develop teaching styles and subject content suited to the development of technology awareness for all pupils and capability for as many as possible. It was thought that this could lead to advantages such as an improved ability to make informed decisions on a number of matters including the choice of fourth and fifth year subjects.

The teachers were asked to examine practices to try to identify the conditions which assisted or discouraged attempts at cooperative teaching, particularly where it placed the pupils in problem-solving situations. Following this, a continuing review was called for of the content of subject syllabuses (including a search for common subject matter), together with an in-depth look at the organisation and management of available resources. It was hoped that by this means the level of co-operation (if any) which existed between CDT and science teachers would be enhanced, and that greater team work between other specialists might also eventually be achieved.

The success of pupils in managing their own learning situations was to be a main aim, taking into account varying backgrounds, abilities and interests. Characteristics such as self-confidence, reliability, perception and the interpretation of evidence were to be regarded as being as important as the pupils' ability to recall information, exercise dexterity and manipulate numbers and words.

The relevance of subject matter and its match to an appropriate learning method, together with strategies for adapting to changing subject content or circumstances which change the learning environment were also high on the list of requirements.

Means of making the best use of teacher expertise through consultation, cooperation, team work and leadership added an aspect which it was thought would prove to be an interesting challenge to the schools, as a serious involvement in self-assessment would almost certainly be one of the most effective ways of meeting our aims.

The timing of the first programme was far from ideal, it being too late to start at the beginning of the school year, yet vital that a start was made as quickly as possible. Timetables in schools were already fixed and in most cases could not be modified to take account of the project. In a typically English fashion many organizational problems were overcome by tolerance, compromise, ingenuity and enthusiasm.

On January 13 1984 a three-day residential conference started the project. Mrs Norma Platts, Principal Adviser for Inservice Education (Essex) and projects. The opening sessions, organised by David Blandford, director of CRAC, together with the other supporting organizations brought all those involved in the entire project together to take part in lectures, discussions and practical activities aimed at informing, consulting and creating a team spirit. This proved to be a popular approach in which the chairman of the education committee, senior members and officers, heads and inspectors joined the teachers in a tower-building exercise.

The second and third days were crisscrossed with intensive training sessions, simulations, brain storming and the compilation of detailed aims and objectives, each dimension working separately to prepare for the school



Breaking the ice on the first in-service day of the BP/Essex Project. Left to right: Peter Zuss (Education officer, Careers), Mike Sharp (Deputy chief education officer), Paul White (Chairman of the Education Committee).

based activities to take place from January to March. Having achieved a framework within which to work each school feedback details of its progress at a second two-day residential conference at the end of March.

Further intensive inservice training reinforced and updated the developing programme. Some sessions were designed to give teachers a feel for project work with a degree of difficulty in scale with what they might expect of their own pupils, especially in situations when use of the design process was a new concept in the field of problem solving.

The use of teaching methods practised by another curriculum area proved to be an interesting experience. CDT teachers looked at scientific method and science colleagues introduced design-make-test situation to their pupils. From March to May, with much local school visiting by teachers and tutors (Barry Roberts a head of science and Andrew Lyons, head of CDT,

brought the whole dimensions activities into sharp focus. To take a small extract from his report: "The way of teaching that it (the project) advocates has clearly found a response... The problem-solving approach is being pursued not as an attitude only applicable within CDT or within physics, chemistry or biology; it is an attitude which embraces the skills and learning coming from different departments, and is not even necessarily limited to the science and 'practical' areas."

Self-evaluation was mentioned earlier. One spin-off which was not evident at the beginning but which became increasingly valuable and useful as the pace quickened was the use of a portable video outfit. Lorna Kay, the teachers' centre warden assigned to the technology education dimension and who was new to the use of video, so rapidly proved such an effective means of recording the project activities that she found her contribution high on the requests list from schools.



Children from an Essex school work on a technology project on deflection in beams.

both from Project Schools) to provide help, information and inspiration with guidance from Alan Giles of CRAC and the county inspectorate, the programme moved on. A discussion day in May helped to prepare the ground for July 31 which was the review and exhibition of the six month programme.

The outcome was very encouraging for all who had taken part and reassuring for the visiting schools, some of whom were already in preparations for taking up the scheme. The exhibition mounted on that day has already travelled across the county to events involving large numbers of teachers undertaking inservice courses. The technology dimension also published a detailed report on the work of all the schools involved in the first phase.

The invaluable contribution was made by Alan Giles in CRAC to the technology dimension was greatly supported by a most penetrating informal assessment by Brian Stevens (Goldsmiths Industrial Fellow 1984) which

R W Barnes is senior inspector for Essex Education Authority and currently chairman of the National School Technology Forum.

# Toys for the handicapped

Report by Nick Baker

Problem-solving is the name of the game in the CDT faculty at Nicholas Comprehensive School in Basildon, Essex. The school has for some time had links with the Basildon Toy Library and Saturday Club, a voluntary organization set up to provide a loan service and play scheme for local disabled children.

The problem the toy library had was that professionally-made special play equipment for the handicapped is very expensive, so the head of the CDT faculty at the school, David Bivens, whose pupils have in the past made small toys for the toy library, set out with a group of secondary pupils to design and build seven pieces of large scale equipment that could get maximum use from quite a wide range of disabled children who use the toy library on Saturday mornings.

As a problem-solving exercise, the project was a challenging one. For a start, it had to be decided whether to build "specialist" toys catering individually to specific disabilities, or build "general" toys with inbuilt safety and stability factors which would get the maximum use from the maximum number of children. The second path was chosen.

David Bivens's problem-solving "design loop" involves identifying the problem, researching it, proposing ideas, formulating a solution, constructing the result, and evaluating that result against the original problem. It's a common approach used throughout the faculty (which includes home economics, textiles, CDT and child development) and can be theoretically applied to any task from making breakfast to designing a steam engine.

Perhaps predictably, the first problem was financial. Yet with the help from a local businessman who provided some materials, and the support of the staff of a local building society branch, who raised money with a jumble sale and the collection of half-pence, the project was soon under way.

The first problem to be solved was left to the children. Split into twos and threes to work on their own pieces of equipment, the children developed long and searching lists of questions to put to the playleaders at the toy library: What is the average size and weight of library "customers"? Would they like equipment that made a noise as well as moved? Would they like equipment that could be used by more than one person at the same time? How much can the children fend for themselves? Information became all important.

One disabled child, four-year-old Melanie Player, who has Down's Syndrome, became the centre of the class's attention. She was measured carefully for height, length of limb, length of reach and so on. Successive visits to the school by the playleaders and disabled children as well as by interested staff from the building society, took place as the designs began to take shape.

The results, presented to the toy library in July, are very impressive, not only because of their sturdy attractiveness and the amount of thought that had gone into them, but also because of the design teams' intense involvement with them. And as a set of toys, they provide variety - no two designs are the same. For example, two separate teams produced buggies - soap-box cart affairs which can either be propelled by hand by the rider or by rubber bands - rubber foot grips for wobbly legs and feet, special safety



harnesses - one is for smaller children and has sturdy, large wheels, while the other is more of a "sports" model (according to one of its young designers) which dramatically tips backwards against a third set of wheels to do dramatic, Evel Knievel-style, "wheelies".

Another group from the mixed sex, mixed ability group designed a more sedate piece - a see-saw with cleverly thought out "stumps" under each seat to prevent the need for users to use demanding leg-power to make it rock. I asked one of the makers about the problems in perfecting the see-saw: "Splinters," she said darkly, in the tones of someone who'd suffered during the creative process. "It took a lot of planning and sand papering before it was smooth enough to sit on..." In fact, finish is another characteristic of all the toys. They're all beautifully finished in contrasting eye-catching colours, with lots of jolly designs and graphics. Racing car numbers, funny faces, stars and moons abound.

Other toys included two different sized walkers, each with space built in to carry either toys or a small passenger, and a curious-looking item which looks like a plushy upholstered miniature chaise longue with no legs. "It's a crawler", one of its designers told me, and demonstrated by lying face down on it and propelling himself around and floor with his hands. The four casters on which it is mounted ensure maximum steerability and its main use is for wheelchair-bound children who can use it as an alternative "fun" way of getting mobile.

Watching the pupils try out the toys with three disabled children, it became obvious what the valuable spin off to this unique design project was. Not only had they learnt more about what the problems of disability really are, they'd also learnt by coming into social contact with their "customers". Mrs Pauline Holroy, who helps run the toy library and play scheme told me: "It's made these children put themselves in the place of handicapped children. It's also got rid of any fears these children may have of them. Frankly, we've been pleasantly surprised at what these children are capable of."

David Bivens is also pleased with the success of the project, and is ambitious about what he'd like to do with the designs: "The next problem I'd like to solve is putting these toys into production in school on a larger scale. We could break the work into tasks, cost it, and gear ourselves up so we had our own small scale production line. We could do it on a factory basis, with pupils clocking on, ten breaks, the lot. All we'd need is some sponsorship and some materials..."



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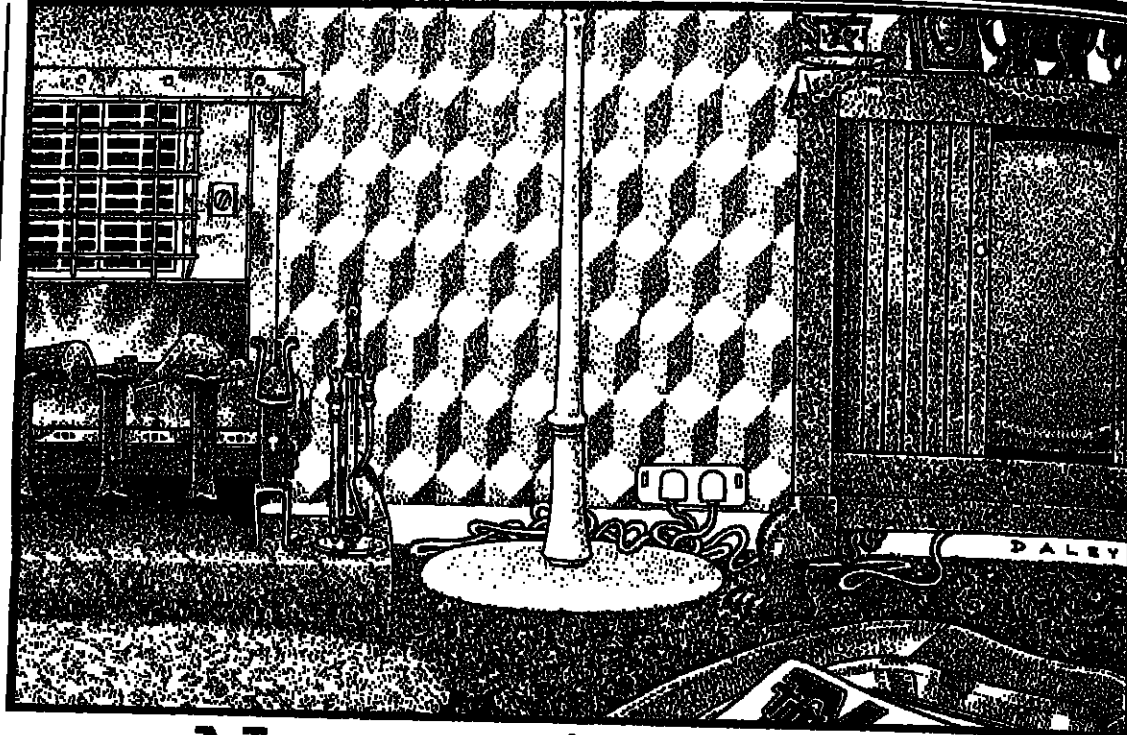
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## Never mind about the quality...

Does society lack discrimination with regard to design and workmanship? Peter Dormer examines the evidence

Few of the many justifications for teaching craft or CDT or art have a basis in fact, because little research is done to verify the claims. This article is also conjecture, although it takes its cue from two reports published last year - one by the Design Council, the other by the Crafts Council.

I begin with a question: can teaching art, craft, and design to the majority of school children (as opposed to selected groups or leavers from examination streaming) really be given an economic justification? How is the child and the nation supposed to benefit - materially - from having art, craft, and design on the curriculum?

Last year the Design Council reported on the design of British manufactured goods. In part, it was predictable: our designers are wonderful but our industry undervalues design. That is an inaccurate view, given first that the "Young Blood" exhibition of young designers' work at the Barbican earlier this year was dreadful, and second, that British industry produces good design where it thinks the market will buy it.

And there we have it. The interesting part of the report explained that the British consumer's taste undermines industrial design in this country. The great English living room is at fault.

Sample: Domestic lighting - "If audaciously designed fittings are to be produced by British manufacturers they will meet an obstacle on the home market - namely the inherent conservatism of the British living room."

Sample: Cookers - "The major manufacturers have for many years yielded to the 'mug's eye' in which superficial appearance overrides the more fundamental aspects of the product as a thing to be touched and used."

Sample: Television sets - "The larger screen sets are pieces of furniture - and are subject to the abiding characteristics of British home taste. Where people relax - usually the living room - warmth is paramount, cosiness and the elements of known comfort are solidly entrenched."

The Crafts Council report subsequently appeared. This is a detailed report on a research project, commissioned to discover what is going on in the crafts world. Among the many statements from craftsmen and crafts-women quoted are these:

"I think crafts can be described as being appreciated by society - but this does not mean that most people distinguish between a well-made pot and a poorly thrown and poorly finished pot."

"The English public seem very unaware of quality and good craftsmanship. Europeans seem better educated as regards quality."

And finally you can judge the veracity of these comments by visiting those "up-market" craft and modern antique fairs normally held in four-star hotels

and charging £1 a head, and a free cup of coffee more or less thrown in. One that I visited had a quarter of an acre of furniture, glassware, porcelain - all of it at inflated prices, much poorly made and not very well designed. Yet it was selling. Outside, dealers for Jaguar, Land Rover and Range Rover were selling as well (at least they were offering something of quality).

One conclusion which may be drawn from all this is that if our society is so lacking in discrimination with regard to design and workmanship then this might in the long term be damaging to our home-based manufacturing industries.

Recall that phrase, the "mug's eye" - three or four years ago BL were still trying to get by with tarding up a poor range of vehicles with spotty hubcaps and go-faster stripes. Equally, if a company can sell rotten cookers at home because its clientele is too ignorant to distinguish good from bad (or worse, if the consumers fall victim to those absurd "My country right or wrong: Buy British" campaigns) then the company will make rotten cookers.

Eventually it loses out abroad and also at home because those people who can discriminate buy from abroad. Or, to put it in a more general way, just as a modern nation is unthinkable without a literate, numerate people, so too it might be argued that a modern exporting and manufacturing nation is, to say the least, better off with a discriminating home market.

But, it may be objected, from primary school upwards children draw and paint and model and make designs. But do they? To what effect? Do the very teachers who pay lip service to art and craft and design know the point of it?

After all, two years ago another important report, *The Arts in Schools*, recommended that teachers should get children to experiment with different media. Incredible. There in 1982, 50 years and more after the pioneering work of Marion Richardson (not to mention the Bauhaus) and it was still felt necessary to make such a basic recommendation.

And, in an editorial to the *Journal of Art and Design Education*, Dr Stuart MacDonald said that art and design education in schools neglected "the formed observation" skills in using tools and materials. He cited research which in 1981 indicated that only two of eleven primary schools used drawing as a direct observational exercise leading to analytical work.

Dr MacDonald argued strongly that the sequence of visual inquiry, skilled work, and understanding must start in the primary schools and finished by class 6. "We do not wish to produce a class of non-productive Orwellian push-key people educated only to observe - illuminated boxes designed and made by other nations."

And his reference to "push-key"

people raises another angle on the question I raised at the beginning. It is not an unimportant fact that art or craft or design offer the individual the possibility of earning a living independently - through self-employment. David Pym, of the London Business School, said in *Designer* that there ought to be something in a professional's education which instils ideas and a belief in autonomy. Pym asserted: "The self-employed are sharper, more alert, more responsive." They need to be to survive.

The Crafts Council report said that more young people were starting independent workshops and were surviving despite very low incomes and having to work long, long hours. And they put up with it because they enjoyed being their own boss. Other reasons were important as well, such as having appreciative clients and turning out items of quality in these days when so much is rather poor quality. (I doubt if quality has really deteriorated although the quality of foreign competition has probably increased considerably.)

Presumably when careers are discussed at school the options associated with art, craft and design are put forward. None the less, it is a little ironic that in an area where creativity and self-expression are frequently urged as the central concepts or even the *raison d'être* for teaching art or craft, if not design, that the diverse values inherent in striking out on one's own are seldom if ever mentioned.

In essence, and no doubt over simply, if the Design and Crafts Council reports are accurate in identifying our ignorance about quality (and ignorance here means ineptness at visual and tactile discrimination, observation and judgment-making) then research into what teaching strategies can be evolved to foster discrimination might be money well spent.

The argument that encouragement should also be given to autonomy, self-employment, and work through self-directed creative endeavour is probably more contentious. However, the one modern "craft" or "cottage" industry which is doing well in this country seems to be software production for micro-processors - and the young entrepreneurs are ruling the roost. Perhaps it is they to whom the educationists should turn in an attempt to research strategies for teaching discrimination in design and craftsmanship.

*Report to the Design Council on the design of British Consumer Goods. Design Council £5 (1983).*  
*Working In Crafts. A Crafts Council report by Alex Bruce and Paul Filmer. £7.50 (1983).*  
*The Arts in Schools. Calouste Gulbenkian Foundation. (1982).*  
*Journal of Art and Design Education. Vol 2 No 1. 1983.*

## Out on their own

Sally Festing considers the position of self-employed crafts people

Since the decline of aristocratic patronage in the last 100 odd years, the artist/craftsman has had to establish himself as an independent figure in the marketplace of generally bourgeois taste. Predictably there have been difficulties. The public is pretty ambivalent about the arts and crafts, even when it recognizes their significance, it has little conception of what support really means. So the two major exhibitions devoted to the Om-

Workshops in the spring were well-timed for raising questions about the role of art in society and the ways in which it can be financially supported. A minor boom in the craft industry has not been accompanied by prosperity among its practitioners. On the contrary, the average craftsman, working alone and selling his wares, is struggling simply to make a living. The 1983 Crafts Council-sponsored socio-economic survey (Bruce and Filmer) revealed that the average net income for men working full-time was £3,250, for women it was £1,800. In total, women outnumber men, although more men craftwork full-time.

Daily schedules are far from leisurely, and on top of extremely long hours of repetitive work the majority cope with the inherent problems of running a small business. Inevitably, the one resource always at full stretch is time.

There are compensations in being independent, being able to integrate life and work, and in what Roger Fry described as "working with the object of allowing free play to the delight in creation, in the making of objects of common life". Economics were an important aspect of Omega who can have made impact on a very specialized audience.

But basically, the Bloomsburyites were well-heeled; they could afford a certain whimsicality over their ideals. Since half of all today's craftsmen and women are under 40, one of their greatest assets would appear to be youthful energy, then comes resourcefulness - many combine educational and other activities with their craftwork - and third, a defiant optimism.

But courage and talent must receive some kind of feedback. Victor Margie, the Crafts Council's ex-director, points out that it is easy to work for five years without proper recognition or return, the second spell is recognition, and the third gets disillusioning.

The Crafts Council sees its obligations as supporting craftsmen, allowing them to remain true to their own standards in the early stages of their career and informing and educating the public. While concerted efforts to help the public have shown that where individual talent is recognized, markets are created, opening doors for others to follow, and there is now potential for getting real value for products in some areas; other still need to be worked at.

By and large, they are up against the tradition for functional ware to be cheap although pottery attracts collectors who upgrade its prices. Americans even allow tax relief to patrons who agree to donate their collections to the State.

Emmanuel Cooper, potter and editor of *Ceramics Review*, feels that all funds should not be channelled through a single outlet. The Government tries to absorb some of the roles of private patron through its various councils, but, inevitably, oligarchies grow up and he would like to see stronger regional arts associations as well as more patronage from industry - two measures that seem to have been considered in recent Crafts Council policy.

Young potters can be helped enormously with the cost of equipment for setting up and mid-career bursaries administered by the Crafts Council offer a valuable break from the treadmill for reassessing artistic direction.



CLASS III B 9.30AM



CLASS III B 9.50AM

# Q.

## WHAT IS A CENTRIFUGE? WHY DOES THAT GEAR TURN? HOW DOES A WINDSCREEN WIPER WORK?

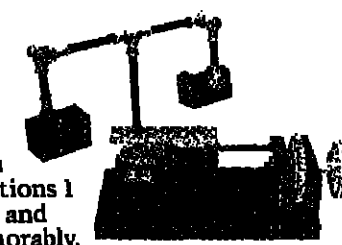


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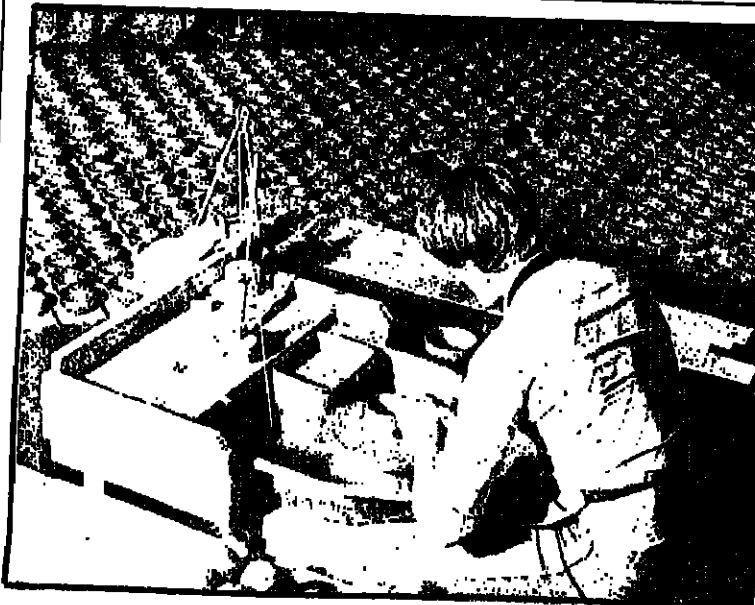
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Stephen Llewellyn, potting in Sutton, Surrey and experiencing the rigours and rewards of working on his own.

## Out on their own

continued

A current swing in the pottery market towards non-functional one-off collectors' pieces is exploiting gaps that have been allowed to separate art and design, or art and craft. Even some potters talk about distinctions between the "studio artist" and the "production potter" who is part of a long artisan tradition.

If "art" sounds sympathetic and "craft" is suspicious, the danger is for the distinction to become one of quality, and looking at the British Museum's collection of classical earthenware, one does not make these facile distinctions; clearly it is both art and craft. But even semantics reflect insecurity; pottery is called ceramics to give it academic respectability, no one takes a degree in pottery.

A largely industrial society in economic recession is not the most auspicious climate for the craftsman

whose isolation tends to increase the sacrifices he makes to sustain his freedom. Might his own education affect his or her performance in this tricky and unstable economic situation?

Despite the fact that 50 per cent of all craftsmen and women feel their schooling contributed little or not at all to their craft education, it is wise to take their reactions with reservation. They are a well-qualified group, nearly half of whom gained a degree-level qualification in art and design, with a further 19 per cent possessing degrees or the equivalent in other subjects. It is fashionable to deny the effect of schooling and difficult, in hindsight, to realize that one's entire cultural background has been continually influencing.

With the shrinking staff numbers envisaged for schools in the future, Peter Oliver, HMI schools inspector with responsibility and a special interest in ceramics, is afraid that options will be more limited, favouring the three "Rs" at the expense of artistic enterprise.

At the other end of the system, he

would like to see all craft and more concentration on small business. Students at Leamington College of Art have a shared commercial firm - a realistic business - and the importance of business studies.

It does not have to be a big issue, Oliver said, if it is an integral part of the programme. He says that failure to cost and value properly is common. The fees ought to receive £17 an hour, and potter, nearly £10.

Another difficulty arises from university and art school selection based on talent rather than on the rigours of working on their own. Perhaps it should be explained that if they want a life split into leisure and a regular income, they be the wrong job. The assumption still sometimes made that the school tough go into industry while the start up on their own. This image of solo potting as slightly self-indulgent escapism, infuriates Victor Mayne.

## Thinking technologically

Gary Cliffe describes a three day CDT event at Byron County Primary School

For three days in the summer term this year the junior department of Byron County Primary School embarked upon a programme of activities centring on craft, design and technology.

### Plans

The event was one of a regular annual initiative to promote interest in science and technology in a concentrated period of practical work, not always possible during the routine of everyday school. It was also considered beneficial, planned as it was, towards the end of the academic year when the children's interest was often waning.

At an early stage in the planning for the event a small committee of teachers met to discuss various approaches and initiatives that could be adopted in the organization of the event. A newly-appointed teacher/adviser with responsibility for the development of craft, design and technology in the authority, who had already created much interest in this often ignored but vital part of the primary school curriculum, provided much assistance.

Although the project was predominantly science/technology based, an integrated approach was adopted encompassing many aspects of the wider curriculum such as art and craft, movement and drama, creative writing and issue based topic work. This had the advantage of pooling the expertise of members of staff responsible for particular areas of the curriculum. Much use was made of reference books, worksheets and junk materials.

Following discussion it was considered useful to focus on three areas. One day would be devoted by each group to an "Egg Race" based on the format of the recent television series. The children would be given limited sets of equipment and asked to design, construct and test an object or model that would achieve a specified task.

The two other areas which would be covered in half-day sessions were first the science of structure and forces and second the creation of an "aesthetic design". The normal school timetable was postponed for the duration of the event. Most "Egg-Race" ideas came from the book *Ideas for Egg Races* compiled by the British Association for the Advancement of Science.

The most appropriate ideas for the children's age range, materials available, and time were extracted from more than 70 tasks. Almost every teacher chose a different egg race title from "design, construct and test a machine that will propel a Ping-pong ball using only the energy stored in a rubber band" to "plan a timing device that will measure a minute".

We asked the children to begin collecting junk materials such as cardboard boxes, toilet rolls, washing-up liquid bottles before the Easter holidays. During the early part of the summer term the mountain of junk grew larger and was placed in the corner of our project resources room for easy access.

In order for the children to be aware of what was involved in their own egg race, each child was given a sheet explaining their task, the day of the event and what they could bring in to help them. At the end of the day a certificate was to be given; the children earning marks out of 300 for effort, presentation and workability.

Unlike the whole day devoted to the egg race the other two parts of the afternoon would take place in morning or afternoon sessions. The teachers had to arrange activities that the children were able to complete by the end of the session, since there was no time for follow-up. Aspects of structure and forces included the relative strengths and weaknesses and shape of various materials used in, for example, road, bridge and house building.

Natural structures and forces such as skeletons, spiders' webs, bird flight and also to be featured, all of which tended to have an "aesthetic design" element, construction of a package to sell something like a teddy or football, a record sleeve, a poster, a model of a house, a model of a town, or a



Upper school group immersed in tie and dye.



A lower school group testing the strength of cotton.

design of a machine or robot to do a task one dislikes, materials the other areas explored.

An extensive list of ideas was compiled for staff consideration and they were asked to choose at least three areas that they wished to tackle and from what aspect is practical, scientific, creative writing or movement and drama.

**Organization**  
In terms of organization the most difficult task was to make sure that 270 children, 11 staff and five visitors were in the correct place at the right time and with the appropriate equipment and resources.

Our aim was to arrange mixed age groups. It was decided that in our circumstances the best combination would be to arrange first and second years (lower) and third and fourth years (upper) groups. From the pupils roll were sorted six lower groups A/F with approx 22 per group and five upper groups G/K with an average of 28 per group.

An important point in the organization of the event was to arrange the groups for teachers so avoiding duplication of subject matter and staff. Outside visitors, indeed some teachers only took one structure and forces and one aesthetic design session because they were engaged in drama, creative writing or pottery. A couple of weeks before the event each teacher was given the following information:

1. (a) Which group each child belonged to.  
(b) Their individual timetable.

For his own information:  
2. (a) The subject he is teaching.  
(b) A list of the pupils he is teaching for each subject lesson.

In order to gain more professional expertise from outside the school a number of visitors were asked to give a talk to some of the children. This included Major Davis and a colleague from the Royal School of Military Engineering, Miss Pauline Crossley, Dance Co-ordinator based at the local Adult Education Centre, and Paul Shallock who would assist teachers with their craft and design work.

**Activities**  
With all the preparations ready it was time after registration on Tuesday, June 26 to begin the event. Pupils left their respective classes and joined new groups full of anticipation.

My first lesson was with Upper School J, a structure and forces lesson based on testing the strength of different materials. Some of the tasks included assessing the relative strength of rolled up cardboard, sugar paper, tin foil etc. The breaking point of different types of thread were examined with the use of weights together with the stretch rate of certain fabrics and plastics.

continued

## Thinking technologically

continued

To make the tasks more meaningful Major Davis gave the children a talk on the stresses and strains connected with bridge building. He included many demonstrations with considerable pupil participation.

During the event I attempted to make a photographic record. Passing through the first year classes I saw balsa wood and polystyrene fashioned into simple boat-like objects in connection with an egg race entitled "crossing the river". In the hall, on the Thursday morning, were an upper school group being put through the rigours of weaving and rope-making to movement and drama by Miss Crossley in connection with the history of Chatham Dockyard, while another group were practising the art of tie and dye.

The afternoon was spent in the pottery shed designing pots for one lower school group while, cardboard and toilet rolls littered the floor of another classroom as the children constructed portable bridges. In addition ping-pong balls were being fired across the playground at the test stage of an egg race called "a model siege weapon" for a lower school group.

Balsa wood and paper planes with intricate designs also appeared in the playground in connection with another "flight path". The children were put the task of keeping their object airborne for the longest time. Another group constructed adventures for marbles using cardboard, yogurt pots, polystyrene and sticky tape. Drinking straws and rolled newspaper domes gained even greater heights and widths in some classrooms with one displaying a sheer reluctance to be moved through a classroom door. The construction of a "timing device" for an upper school group proved a challenge with water and sand being used in ever-increasing quantities.

A very natural example of structure and forces, a human skeleton, was loaned from a local secondary school. Some children made screen prints of thorax, pelvic girdle and other parts of the human body and mechanical cranes were explored with the use of cardboard and paper tubes.

**Evaluation**  
Thursday afternoon's session heralded the climax to the event with no doubt some relief particularly for the teachers who had worked so hard. Both they and the pupils had experienced an exciting learning technique. The pupils had I believe become more familiar with the concept of design and technology; the event having brought together aspects of the curriculum which many had been following throughout the year. They also gained from mixing with other children that they normally saw only outside the classroom and meeting teachers with whom they had previously little contact.

For the teachers it gave a more concentrated experience and opportunity for experimentation outside the constraints of the routine curriculum. The children's work was displayed in the hall, so that they could share in each other's achievements which were

Upper school group with Major D. Davis demonstrating the stresses and strains connected with bridge-building.

as yet, in many cases, only glimpsed from the corridors as the pupils peered into the other classrooms. As part of the schools' policy of encouraging parental participation an open evening was planned to coincide with the display.

Our craft, design and technology workshop created a climate for discussion and sheer enjoyment that kept the children motivated throughout the rest of the term. The visible results on display too underlined the success of the event, but although it was a highlight in the school year it was not an isolated experience. When the last

egg box was thrown away, the sawdust swept up and the display materials returned to their owners, there were far wider implications in respect of long term curriculum innovation. New standards were set, learning techniques improved, lessons learnt, knowledge and method was disseminated to both teacher and pupil.

Indeed the workshop achieved a success that proved the pupils of Byron County Primary School could think technologically!

Gary Cliffe is a class teacher at Byron C.P. School, Gillingham, Kent.

## Not an academic vehicle

Car maintenance does not fit into current CDT concepts, but it can be highly motivating  
Marsha Hanlon reports

Is car maintenance just a dump subject for the less academically able? Or do motor vehicle courses embody the highest principles of craft, design and technology, encouraging secondary school pupils to respond creatively to design problems?

"In many ways, vehicle maintenance doesn't fit into CDT concepts of problem-solving," admits the ILEA's CDT inspector Bryan Nicholson. "But it's highly motivating for many pupils who aren't motivated elsewhere, and that's something to be pleased about."

"I teach motor vehicle studies as an academic as well as a practical subject," says Hillingdon teacher Geoff Hitchens. "Working out solutions to problems involves a practical application of other subjects - maths, physics, drawing and engineering."

"I'd prefer to see vehicle maintenance as an option in a wider context," argues Manchester's CDT inspector Tony Rogers. "We want to teach the concepts that underpin human experience, such as cultural identity and environment, but car maintenance can be part of this."

"If you're not careful, you end up teaching road prevention," agrees Leicester's CDT adviser Mike Laxton. "The subject is more useful as part of a course constructed around a topic like how society moves about."

Despite the theory, existing car maintenance classes are rarely part of an integrated curriculum. Instead, it may be a subject on its own, an option in engineering, a link course or a component of a programme based on the Schools' Traffic Education Project (STEP).

It's likely to have started when a staff member offered to teach a course based on his own interests. Haphazard as that seems, it may be the best approach, at least until educational philosophy can be put into practice.

"Vehicle maintenance is difficult to teach," says Leeds CDT adviser Geoff Heath. "You need an enthusiasm to keep pupils interested, especially as it's not usually the brightest youngsters

who choose it."

"A teacher's enthusiasm is always an important factor in how well a subject is taught," agrees Hillingdon's CDT adviser John Whitley. "I'd say it's even more important in vehicle maintenance."

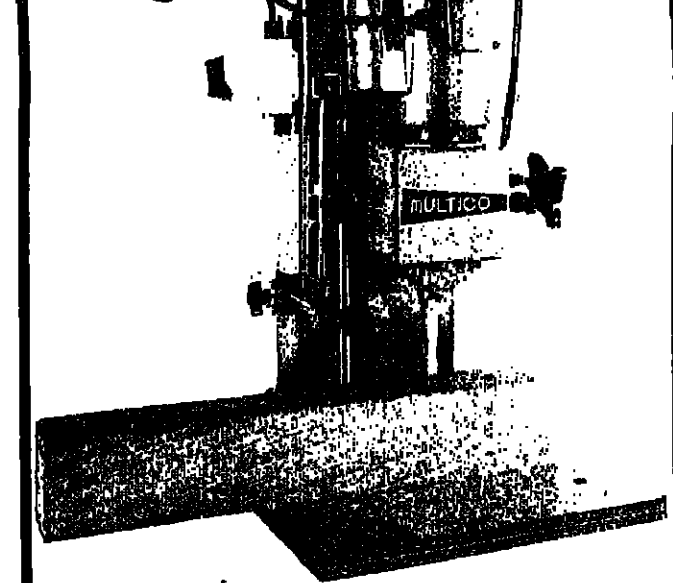
STEP

When David Godden left the Kent police to teach at Arden's College

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# Programme for progress

Owen Surridge visits Cheshire where CDT is becoming a vital part of the curriculum

Despite the long-running conflict between art and design in education, which must seem endemic and intractable to many involved in craft, design and technology, there are signs of a breakthrough. In some places conflict has given way to cooperation, with a consequent flowering of the imagination which could surprise sceptics.

In Cheshire, for example, where the education authority has set up a programme to tackle the difficulties, the marriage of creativity and practicality has been celebrated and borne fruit. The programme is carried out on two levels: in the schools and through in-service training of teachers. There is also a residential centre where young people and teachers, along with a professional craftsman, stay for a week of intensive problem-based project work.

Jos Joscelyne, county adviser for CDT, told me that when he visited schools he looked for evidence of an overall programme from the age of 11 to 16 or 18, planned for progression. "The years one to three should provide the foundation for more serious work," he told me, "and that should lead quite naturally to examination work."

He claimed for CDT a vital part of the curriculum because of its problem-solving content. "It is most important to get all young people to do some creative work," he said. "It is wrong to split their school time entirely between science and the humanities, wrong to steer bright children away from creativity."

He contends that in setting youngsters to solve all the problems associated with making a product, from original conceptual and working drawings to final production, CDT enhances both personal and intellectual development, obliging pupils to use both academic knowledge and practical skills to handle ideas and materials successfully to make something that is

aesthetically pleasing and fit for its purpose.

He claims for art departments a vital role in developing creativity and says art teachers need not fear CDT. "I am surprised to hear that is still going on," he told me. "We went through that phase 10 to 15 years ago but with cooperation, it is no longer a problem."

While the solving of practical problems is the kernel of this philosophy, there is an added dimension, the lives of people whose working lives lie outside education. So crafts-men sometimes participate in CDT training courses and occasionally also in the schools. The interest, for teachers and pupils alike, lies in discovering how a professional goes to work.

The benefits of this show up most clearly in the week-long residential courses provided for pupils and teachers at the Tattenhall Centre, a converted village school, where participants are given a problem new to them when they arrive on Monday morning and required to produce the finished object by Friday afternoon. One recent brief for a group of sixth-formers ran something like this: "Construct from a single sheet of plywood a freestanding seat incorporating some storage space." A professional chair-maker was in residence along with CDT teachers to help with general principles, ideas and advice. Then the pupils were on their own. The work they produced was stunning in its variety, inventiveness and practicality.

Such a period of sustained, concentrated work brought with it an involvement unknown to the classroom, with youngsters working far into the night to crack the problems and finish in time. Many of them put in between 90 and 100 hours at it, the equivalent of year's piecework work at school. There are bonuses too. Relationships between teachers and taught improve as understanding develops.

For teachers there is, very often, surprise: "Fancy me—doing that!" or "I have taught that pupil for years and he, or she, has never produced anything like that." For the young people there is the sudden realization of relevance, a new confidence in themselves and that readiness to chew over ideas with others that betokens awareness of the importance of other points of view.

Advisers have noticed that afterwards, back in school, there is a fresh atmosphere of respect on both sides—and that teachers often change their methods to meet the fresh view they have of their charges.

There is a great demand for these full-time courses. "It is hard work for everybody," Jos Joscelyne told me, "but the effect on teachers is great and it puts the pupils right. They take off." The courses have been running for some years now with results, he says, that can be plainly seen around the county. He sees CDT as being in the vanguard of a new movement in education: "There will be a big move to appreciation of the value of applied studies," he predicted. "There is a need for more applied work in higher education." Something evidently re-organized by university and polytechnic admissions people, who are beginning to accept CDT examination results as appropriate entrance qualifications.

To see how all this works out in practice I visited Knutsford County High School, where the concept of CDT is not only accepted but built into the curriculum from the first year to the last. The inclusion of art and design as obligatory from the 13-plus options stage provoked uproar from parents at the outset but earned their wholehearted support once they saw the results coming through.

To any visitor who steps into the school it is obvious that art and design are a valued part of its life, its walls alive with works of the imagination to an extent unusual in secondary schools,



A jewellery stand in the making. The finished product contains a "saw" for making Deborah Bell was formerly a pupil at Upton-by-Chester County High School.

much of it of unmistakable quality. For headmaster Mike Vallieley creativity is an essential part of any young person's education. The view is underlined in the school's options prospectus which says, in explanation of the art and design certificate course: "A strong emphasis is placed on

observation and study through drawing as a starting point for ideas... As art always leans heavily towards the personal interpretation and combination of the student, individuality as the emotions are an important part of the course..."

continued

## Not an academic vehicle

continued

Secondary School, Dover, he recognized a gap in the curriculum. The CSE Mode III syllabus he developed in conjunction with STEP includes elements of car maintenance, but is basically about safe and sensible road use.

A typical exercise might be to plan a motorbike holiday to the south of France, from getting a passport to planning a route. Headteacher J Bates is keen on the course, but agrees that CDT problem-solving isn't a component. Safety is the keynote, he says, pointing out that "this school is near one of the most dangerous roads in the country."

CDT advisers agree that STEP is useful, but not within CDT objectives. "You have to see it outside the context of an academic discipline," says one. "But if a youngster gets 10 O levels then is killed on a motorbike, how useful is his education?"

Some authorities find that girls are more likely to take STEP courses than vehicle maintenance. Others say that, try as they might to encourage girls, it remains largely a male interest.

Link courses

About 300 school pupils each year do a general engineering course with an automotive option at South Kent College of Technology, Douglas Tutton, moderator of the course, acknowledges that it's taught from a vocational point of view.

"Basically it enables youngsters to carry out minor repairs or gives them a taster for a possible career. We recruit a lot of pupils into full-time courses or jobs after their CSE. Our students often go on to win awards in their City & Guilds exams."

He also sees non-vocational advantages to the course. "Because the subject interests them, pupils see the necessity for learning science, and are therefore able to do it. Look at how youngsters who are supposedly bad at maths can add up at the shop."

There's a lot to be said for the



problem-solving approach," he agrees. "Students learn self-reliance that way." Having pupils emulate a demonstration, though, gets through the workload more quickly and holds the attention of pupils who might otherwise lose interest, so he aims for a mixed approach.

Another advantage of link courses is that with tertiary colleges well-equipped workshops to use, schools don't need to spend money on building cars. Some authorities, however, choose to develop their own facilities. They believed that link courses had fallen into disrepute; they were where the less able were sent.

Motor vehicle studies

"I'm not here to teach pupils to be mechanics," insists Geoff Hitchens. "Education has more to offer than that." Students of CSE motor vehicle studies at Queensmead School, Hillingdon spend two 35-minute periods a week in the classroom and an equal amount of time in the workshop.

"They bring other subjects into this one," he says. Last year, one of the few girls to choose the subject wanted to do it in with computer studies. She wrote a program based on flywheels in the car care book used as a text.

"Killed up by Hitchens, the program will be used by this year's pupils to select and test hypotheses. They're learning to understand the workings of a car, not simply to take bolts off and on," he says.

Karting is an essential part of the course. Participation on the team is extra-curricular, but kart maintenance is a course activity. "It's great for problem-solving," says Hitchens. "We work out the best way to attach steering to the chassis. With one of the karts, the engine would cut out as it went around corners in competition, so we found a way to prevent this by creating a reservoir of petrol."

Geoff Hitchens, his headteacher and the Hillingdon CDT advisers are all concerned about moving toward a scientific approach to the subject. Pupils concentrate on understanding one or two cars, not cannibalizing a Steptoe's yard of scrap vehicles.

The mixed-ability classes are a conscious attempt at altering the changing ground image of vehicle maintenance courses, though Hitchens admits that any subject in a practical field is vocational to some extent.

He tries to cater for the whole range of interests and abilities, though, from the computer programmer on down. By gaining the basics of technology, he believes, pupils can then go on to expand their knowledge. "But even if they only learn to change spark plugs," he says, "at least they'll be saving money when they have their own cars."

In theory, most CDT advisers agree, motor vehicle studies can only have academic value when placed in a wider context, a context that permits solving greater problems than how to change a thermostat. In practice, few schools have integrated car maintenance into anything broader than a general engineering course.

Nevertheless, some courses are imaginatively presented and appear to be useful, academically and socially as well as vocationally. Geoff Hitchens says the reasons why: "If vehicle maintenance is well taught, it's as valid as any other subject. And children get a lot out of it. Exciting teachers are always out there, looking for exciting ways to teach the subject. Teachers who are committed to it, to the subject, are not all being

continued

## Programme of progress

continued

That concept and the idea of CDT was not always so readily acknowledged. Indeed, when the idea of a CDT department was first mooted it met considerable opposition from teachers affected who all feared the consequences for their own specialization.

"Largely," explained Bob News, head of art, "because they were told what to do but the reasoning behind it was not spelt out." That situation only eased with a change of headteacher and a new cross-curricular approach which broke down formal barriers and opened up discussion. The school was reorganized into faculties, with CDT in the province of the art and design faculty.

The significant part of this move was the lack of compulsion. Each department was given autonomy, even to the extent of organizing its own examinations and making other important decisions, but subject to the constraint of a termly faculty meeting. With the formal constraints removed, and faced with the obvious necessity for cooperation, the teachers of art and CDT started talking to each other, discussing ideas and gradually feeling their way to a common end.

Bob News reckons they are now into the second phase of integration. "We now do things together when we want to. We work through the thinking side to get at the problems and we use similar words to the children, so they do not see us as representing separate subjects," he explained. "We do not always agree, of course, but we do respect each other's point of view."

An interesting side-effect of all this is that they now feel free not only to take an interest in what their colleagues are doing but also to walk into each other's lessons and to discuss work with teachers and pupils. Things have gone so far that Alan Farrer, head of CDT, was invited to take a series of art lessons to give the youngsters a fresh line of approach. Bob News is now eagerly anticipating a reciprocal invitation.

In the CDT workshop I saw youngsters working at a problem. Their brief was to construct a lamp from a flat sheet of material. Looking at their preparatory drawings and noting how far some of them had moved from the original idea, the individual effort and development was clear, both to themselves and to me. One girl had arrived at a notably elegant solution using strips of plastic of equal size and bent at right angles. The design allowed her to keep her options open to the last moment of assembly depending on how she decided to arrange the strips. Most of her classmates were committed to their final designs much earlier, whatever their regrets and difficulties.

Asked how she conceived the idea, she said: "I saw this block of flats." I saw what she meant; blocks of flats often do look as though they are constructed of horizontal strips. It is this connection between the eye and the imagination that CDT is set to develop, a cross fertilization which must enrich the work of all and lead them to discover the nature of "design".

At Knutsford School the ground-work for this is supplied from the first year up. In the art department that means approaching problems through observation and providing the necessary technical skills. "By the age of 12 or 13," says Bob News "youngsters can see and interpret objects."

In the CDT department Alan Farrer gives opportunities for innovation from the start, encouraging exploration of materials by putting them to unorthodox use; making clothes for example from paper. Work is planned to accustom young people to learning new skills at need.

As pupils progress through the school and gain confidence the props are removed: by the time they reach the sixth form they are expected to be able to cope on their own. All very different from the old-style prescriptive craft lesson where the product was (and in some cases undoubtedly still is) a quantity of identical pipe racks.

## The good news and the great needs

CDT in the colleges by Ian Anderson

This is a time, when on the one hand a DES Note (September 1984), recognizing the educational value of our subject, is advocating CDT as a core subject in the primary and secondary curricula, when recruitment to CDT courses in teacher training is growing apace, but on the other hand, when there is a great need in many of the teacher training institutions—that of increased resources.

HMI and L.E.A. advisers in CDT are generally pleased with the national development of this school subject, but the development is said to be uneven and they are rightly highlighting serious qualitative and quantitative deficiencies in the efficiency of CDT education in some schools and in some colleges. The first deficiency is that of numbers in the national teaching force. The second deficiency is the quality of the newly qualified teacher being produced by some of the colleges.

In an attempt to respond to these factors, the Standing Conference of College Lecturers in Design and Craft Education, representing more than 90 per cent of the colleges, is now campaigning vigorously for national support in two major areas. First, they are seeking to place a "ring-fence" around the 20 or so existing CDT departments, to prevent further rationalization and closure. Over the last two or three years, these well known, and in some cases previously "ring-fenced" have been closed; St Paul and St Mary at Cheltenham, Teeside Polytechnic, Trinity College at Carmarthen, and Bangor Normal College.

Do la Salle College near Manchester, following huge DES financial investment in CDT, has temporarily at least, had to close its BEd CDT department. At the same time, there is a shortage of more than 400 CDT teachers in schools, which is being exacerbated each term, as more staff from CDT departments in schools, to lead MSC projects.

To supply the additional CDT teachers needed, colleges should be expanding their CDT numbers in training and certainly no further closures should be entertained.

Second, the lecturers in CDT are also currently campaigning for small increases in staffing and larger increases in financial resources, from some source outside of our institutions, to respond to HMI and advisers' calls for improvements and development in some of our departments. The present wave of applications from schools to colleges are not all being

placed in the colleges of their choice, because the colleges cannot expand their resources. Following inquiries to each recruiting college, I have been told, that with extra lecturing staff, largely in the new schools Technology, and with additional studio/workshop/laboratory facilities, collectively, the college CDT departments estimate that they could educate 150 additional teachers per year—so with increased resources, the colleges could help.

Larger numbers, inadequately prepared to teach across the full spectrum of the new design-based CDT curriculum in secondary education, would not be welcomed. Some colleges are still seeking to introduce the new and exciting aspects of CDT well established in better school CDT departments and design faculties. L.E.A. advisers in CDT are seeking well trained designer-teachers, resourceful, and competent in graphic communications and capable of manipulating wood, metal and plastics and in using the new school technologies of pneumatics, electronics and pneumatics in their problem-solving, designing and making curricular with boys and girls in schools.

Teachers are also sought who have expertise in the relevant use of computers and CNC machinery, both of which have a growing presence in schools, especially those with MSC projects in hand. CDT teachers are also wanted who are qualified in the safe use of the many cutting machines in school workshops. Some colleges have not the resources to prepare this teacher "model", however willing the already over-stretched staff.

During 1984, some 90 per cent of CDT department heads in the colleges have sought an extra injection of financial resources to update their existing workshop facilities to match good school level. Only 22 per cent were completely successful in this endeavour. In addition, 80 per cent of departments in colleges have sought extra staff for their existing courses, to improve their technology and graphics courses for example, but only 12 per cent were successful.

The severe financial cuts and staffing rationalization in higher education since the early to mid 1970s has often had a disproportionately debilitating effect on smaller departments, and CDT is almost always a smaller size department. CDT in higher education then, is seeking to improve the quality of the newly qualified teacher, to increase the numbers in training in an attempt to match the stated qualitative and quantitative deficiencies in the national teaching force, but the need

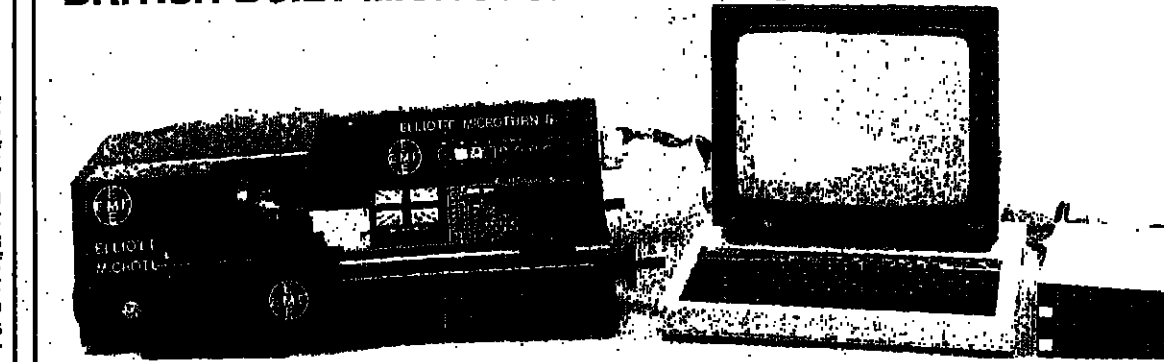


for financial help from outside our institutions is great.

It is ironic that at a time of national subject recognition, at a time of possible increased recruitment to the colleges when more A level design and technology candidates are coming forward, that the colleges can not respond in full to satisfy the stated national needs.

Ian Anderson is head of CDT at Edge Hill College of Higher Education and chairman of the Standing Conference of Lecturers in Craft and Design Education 1983-86.

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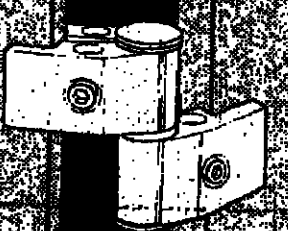
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Knapp Road, (Leven Road, Bow), E3 4BU  
Vacant 1 January 1985. Roll 200 plus 20 f/t and 10 p/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.

**HUGH MYDDELTON (JM) SCHOOL**  
Myddelton Street, EC1 1JY  
Vacant now. Roll 150. Burnham group 4 plus Inner London allowance. The Burnham annual review is due to take place on 1 April 1985. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may move one group below its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day he/she takes up the headship appointment.  
Please send a copy of application form and further details to Education Officer, 20/75/10, County Hall, London SE1 7PB. Closing date for the return of completed application forms 2 November.

**ST GEORGE'S RC (JM&I)**  
28 Lambeth Road, SE1 8NU  
Tel: 01-828 3861  
Applications are invited from suitably qualified and experienced teachers for the headship of this school. Vacant 1 January 1985. Roll 192 plus 50 p/t nursery. Burnham group 4 plus Inner London allowance. Applicants should be practising Catholics and hold the Catholic Teacher's Certificate.  
Application forms are available from Mr. F. Shields, Correspondent, c/o the School. Closing date 2 November.  
ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

## CAMBRIDGESHIRE

### HUNTINGDON AREA

**FOLKSWORTH C.E. (C) PRIMARY SCHOOL,**  
Folksworth, Peterborough, Cambs. PE7 2BA  
Applications are invited for the HEADSHIP of this Group 2 Primary School from April 1985.  
Application forms and further details from the Area Education Officer, Garay House, Huntingdon (SAE please). Closing date 7th November 1984. (434375) 110010

### DEVON

Please see displayed advertisement on Page 50, (426131) 110010

### EAST SUSSEX

**ALFINGTON COUNTY PRIMARY SCHOOL,**  
North Road, Alfrington, Brighton BN26 5XB  
Roll: 39  
Required from April 15th, 1984. Headteacher (Group 2).  
Relocation grants available in approved cases.  
Application forms (see page 50) from and returnable to the County Education Officer, PO Box 4, County Hall, East Sussex BN7 1SD by November 2nd. (434847) 110010

### HAMPSHIRE

**THE BALKSBOURNE COUNTY PRIMARY SCHOOL,**  
Salisbury Road, Andover.  
Headteacher Group 4.  
Further details and application forms may be obtained from the Director of Education, 4th Floor, County Hall, Salisbury Road, Andover, Salisbury, Wiltshire, SP8 2JH. Closing date for completed application forms and further details to be received by 31 October 1984. (43555) 110010

### HAMPSHIRE

**THE BALKSBOURNE COUNTY PRIMARY SCHOOL,**  
Salisbury Road, Andover.  
Headteacher Group 4.  
Further details and application forms may be obtained from the Director of Education, 4th Floor, County Hall, Salisbury Road, Andover, Salisbury, Wiltshire, SP8 2JH. Closing date for completed application forms and further details to be received by 31 October 1984. (43555) 110010

## Wiltshire

### Primary Education

### Headteacher Post

**Redlynch C.E. Aided School**  
School Road, Redlynch, Salisbury SP6 2PW  
Group 2

Required for April 1985, a Head Teacher for this 5-11 Aided School following the promotion of Mrs. C. Fields to the Headship of Cupernham Junior School, Hampshire.

The school is housed in remodelled premises and serves a number to the South East of Downton close to the Hampshire border. Candidates should be communicant members of the Church of England. Application form and further details (SAE please) from the Area Education Officer, Education Department, (57/7PM), County Hall, Trowbridge. Closing date for applications, 20th October 1984.

## Deputy Headteacher Post

## RE ADVERTISEMENT

**Noremarch Junior School**  
Clarendon Drive, Wootton Bassett, SN4 8BT  
Head Teacher: Mr J. M. Wray

## Deputy Head Teacher

ESTIMATED N.O.R. JANUARY 1985

Required January 1985  
Experienced teachers are invited to apply.  
Previous applicants will remain under consideration and need re-apply.

Further details and application form (SAE please) available from returnable to the Headteacher at the school by 2nd November 1984.

## Scale 3 Post

**Hread Parkway School**  
Akera Way, Swindon, SN2 2NJ  
Head Teacher: Mr R. W. B. Cleall

Required January, 1985, Scale 3 teacher to be second in charge of the Literacy Studies Faculty, which has been recently formed from the English, Drama and Music Departments.

The successful candidate will be one who has some experience of working in a large faculty, can play a major role in developing curriculum and has proven experience in preparing group 4 V Level English. This is a challenging post which offers excellent opportunities for career development.

Letter of application, a.v. and names and addresses of two referees, to the Head Teacher at the school as soon as possible.

## Scale 1 Post

**Redland County Junior & Infant School**  
Brook Street, Chippenham, Wiltshire SN14 0JE  
Group 4

Required from January, 1985, Scale 1 Teacher who will be responsible initially for a class of reception children.

A positive attitude to parental involvement is essential and it is expected that the successful candidate will be keen to encourage good relations between the School and community. Please send specific skills and interests.

Written letter of application and C.V. to be sent to the Headteacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees (SAE please).  
Closing date 28th October, 1984.

## Multi-Cultural Education

## Service

Applications are invited for a number of posts based at multi-cultural primary schools in Swindon. Postholders will be members of the appropriate school's staff and will also join an established team meeting specific needs of pupils and responding positively to the implications of education for racial equality in Wiltshire.

**Drove Infants School (N.O.R. 100)**  
Nursery Class Teacher in charge Scale 2 — SPA  
Experienced teacher of under-6's to take charge of a new 26 place multi-lingual class opening early 1985.

**Infants' Teacher Scale 2 — SPA**  
To work with staff in language and curriculum development and to develop home-school liaison particularly among the Asian communities in the area.

**Nursery Assistant Full Time N.E.E.S.**  
Qualified assistant to help develop this multi-lingual nursery unit. Salary scale — Nursery Assistant Class 1 £3,414-£4,385.  
**Clerkenwell Junior School (N.O.R. 220)**  
Teacher Scale 2

To work with staff in language and curriculum development and to liaise with Mother-Tongue Groups and community schools in the area.

These posts are tenable from January 1985. Applications can be considered for more than one post. Applicants should have experience of the commitment to multi-racial communities, knowledge of Urdu/Punjabi/Hindi would be a great advantage, as would awareness of Afro-Caribbean curriculum development. Since this is a re-advertisement, previous applicants will be considered and need not re-apply.

Application form and further details (SAE please) available from the Chief Education Officer, Area Education Office, Southdown House, Sanford Street, Swindon SN1 1QH. Write to be returned by 2nd November 1984.

## PRIMARY HEADSHIPS

### HAMPSHIRE

**PORTSMOUTH COUNTY INFANT SCHOOL,**  
Portsmouth Road, Andover.  
Primary N.O.R.: 167  
Headteacher (Group 4).  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

### HAMPSHIRE

**WIMBORNE COUNTY INFANT SCHOOL,**  
Wimborne Road, Andover.  
Primary N.O.R.: 167  
Headteacher (Group 4).  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

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Wimborne Road, Andover.  
Primary N.O.R.: 167  
Headteacher (Group 4).  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
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Primary N.O.R.: 167  
Headteacher (Group 4).  
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An Equal Opportunity Employer. (59793-210653)

## HAMPSHIRE

**SOLENT FIRST SCHOOL**  
Solent Road, Brighton.  
Primary N.O.R.: 167  
Headteacher (Group 4).  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

### HAMPSHIRE

**NORTHERN PARADE FIRST SCHOOL,**  
Kilgus Road, Portsmouth.  
Primary N.O.R.: 167  
Headteacher (Group 4).  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

### HAMPSHIRE

**CHARLES DICKENS FIRST SCHOOL,**  
Turner Road, Portsmouth.  
Primary N.O.R.: 167  
Headteacher (Group 4).  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

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## HEREFORD AND WORCESTER COUNTY COUNCIL

**WITCHINGTON PRIMARY SCHOOL,**  
Hereford HR1 9AQ  
Required from January, 1985, or as soon as possible. Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

## HEREFORD AND WORCESTER COUNTY COUNCIL

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## KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
DOVER DIVISION  
THE POWELL COUNTY PRIMARY SCHOOL,  
The Limes, Buckland, Dover.  
Appointment of Head Teacher.  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1984.  
An Equal Opportunity Employer. (59793-210653)

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DOVER DIVISION  
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The Limes, Buckland, Dover.  
Appointment of Head Teacher.  
Application forms and further details from the Director of Education (59793-210653). Closing date 2 November 1















## 59

[illegible][illegible]

required for January 1985.  
 to teach Mathematics  
 required for the school.  
 a second post not a thin  
 Apply to Headteacher at  
 school (foliosop s.e.e.  
 144525)

**CASTLE VIEW SCHOOL**  
 Tappell Avenue, Canvey Is-  
 land, Canvey Island 656811  
 (foliosop 900 projected)  
 to teach Mathematics  
 for the school. (NEMA-  
 144525)

required for January 1985, spe-  
 cialist to teach through an  
 ability range. New  
 Computer equipped with 14  
 144525)

Letter of application, cur-  
 riculum and names of  
 referees to Headteacher  
 at delay (foliosop s.e.e.  
 144525)

**WERTFORDSHIRE**  
**WILSHY MEADS SCHOOL**  
 144525)

cluding 'A' level work.  
currently over 80 pupils in-  
sulted in 'A' level. Mathe-  
matically subjects. School is  
specially situated on the  
School Curriculum Award and  
the good road/rail com-  
munications. Score was plus  
commodities Fringe Allowance  
188.  
Apply by telephone to  
headmaster including curricu-  
lum vitae and names and  
addresses of three referees.  
Tel: 01-950 3000. 133422  
2173.

1985.  
Application Form(s) and the following posts are required for the Spring Term,  
Application Form(s) further details are available from the head teacher of the school  
concerned on receipt of a stamped addressed envelope.  
Closing Date: 29th October 1984 unless otherwise indicated.

**SECONDARY**

good experience of CSE Mode 3 and will be capable of stepping into 'O' and 'A'  
Level teaching immediately.  
Please apply by letter, giving full curriculum vitae, to the headmaster at the school  
as soon as possible.

**SCALE 1 - MATHEMATICS**

COUNTY COUNCIL

85.

**PREHENSIVE  
1 FORM ENTRY**

**LEE I**

the school up to 'O' level.  
the candidates.

**IN: SCALE I**

all ages and all abilities with  
and developments in the  
for two terms.

**SCALE I**

the subject throughout the  
or two terms.

obtained on receipt of a  
velope from the Director  
ices, Kingsway, Cardiff,  
should be returned within  
this advertisement.

obtained on receipt of a  
 envelope from The Director  
 of, Kingsway, Cardiff,  
 should be returned within  
 his advertisement.



## SECONDARY MATHEMATICS continued

## HILLINGDON LONDON BOROUGH OF HILLINGDON

QUEENSMED SCHOOL  
Queen's Walk, Hillingdon,  
Middlesex HA4 0LS  
(Number on roll: 942 in 6th form 62)

Headteacher: R.C. Duggan  
S.A. M.Ed.

## MATHEMATICS (2 POSTS)

Required to cover for maternity leave from March until July 1985. Two teachers of Mathematics able to teach across the age and ability range of the first and second forms. One of the teachers should be able to offer the students a well-qualified and experienced applicant.

Quotations for a 6th form mathematics school. Facilities include a computer laboratory. Courses are largely traditional in nature.

Please apply by letter to the Headmaster, giving full details of qualifications, experience and salary requirements, to two referees, and enclosing a recent photograph.

Outer London Allowance Payable. 133422

## KENT COUNTY COUNCIL EDUCATION DEPARTMENT

MANLYN GRAMMAR SCHOOL  
Broadstairs Road,  
Broadstairs, Kent

## MATHEMATICS TEACHER - SCALE 1

Temporary appointment for two terms only. Required for January 1985, a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## SUNDERLAND BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT

PENNYWELL SCHOOL  
Sunderland Road, Sunderland, Co. Durham (Group 19)

## TEACHER OF MATHEMATICS (SCALE 1)

Required for January 1985. The successful candidate will be a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## WIGAN METROPOLITAN BOROUGH OF WIGAN EDUCATION DEPARTMENT

WIGAN HIGH SCHOOL  
Wigan, Lancashire (Group 19)

## TEACHER OF MATHEMATICS (SCALE 1)

Required for January 1985. The successful candidate will be a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated — Closing date for receipt of application is 29th October 1984.

In respect of posts in primary schools, forms are available from and should be returned to the Director of Education, Selectpost 17, Meriton House, 110 Meriton Centre, Leeds LS2 8DT.

For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Leeds is an equal opportunity employer.

Required for January 1985:

## PRIMARY SCHOOL SCALE 2 POST

MORLEY NEWLANDS JUNIOR & INFANT SCHOOL  
(No on roll: 250; 8-11 years; 4 Nursery)  
Wide Lane, Morley LS27 8PD Tel No 533231  
Head Teacher: Mr A. Calcutt

Teacher for administration and management of Nursery Unit.

## HIGH/SECONDARY SCHOOL SCALE 1 POST

MOUNT ST MARTY'S RC HIGH SCHOOL  
(No on roll: 650; 11-18 years)  
Richmond Hill, L29 8LA Tel No 453434  
Head Teacher: Mr D. Conway BA

Graduate teacher of Physics to all levels in well equipped and expanding Department.

133422

## KINGSTON UPON THAMES

KINGSTON UPON THAMES CROSS COVENT SCHOOL

Bandol Road, New Malden, Surrey KT3 4AP  
(Tel: 01-849 4884)

Yr 11-18 years

Required for January 1985, a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## NEWHAM LONDON BOROUGH OF NEWHAM EDUCATION DEPARTMENT

TRINITY SCHOOL  
Barn Road, London E16 4DD

Acting Head Teacher: Mr G. N. (Number on roll: 350; Group 19)

Required for January 1985, a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## HEREFORD AND WORCESTER COUNTY COUNCIL

AYLESTONE SCHOOL  
Broadlands, Hereford

Headmaster: Mr J. A. (1150 on roll)

Applications are invited from well-qualified persons to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## SALFORD EDUCATION DEPARTMENT

WALKDEN HIGH SCHOOL  
Worsley M20 5JF

Headmaster: Mr J. A. (1150 on roll)

Applications are invited from well-qualified persons to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## VSO

Science and Maths teachers urgently required for December 1985. Posts available in Sharncliffe, Leicestershire, and in Zimbabwe.

For further details see Overseas Section or contact the Overseas Unit, Voluntary Services Overseas, 100 Victoria Road, London SW16 5JW. 133422

## WIGAN METROPOLITAN BOROUGH OF WIGAN EDUCATION DEPARTMENT

WIGAN HIGH SCHOOL  
Wigan, Lancashire (Group 19)

Required for January 1985. The successful candidate will be a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

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MORLEY NEWLANDS JUNIOR & INFANT SCHOOL  
(No on roll: 250; 8-11 years; 4 Nursery)  
Wide Lane, Morley LS27 8PD Tel No 533231  
Head Teacher: Mr A. Calcutt

Teacher for administration and management of Nursery Unit.

## HIGH/SECONDARY SCHOOL SCALE 1 POST

MOUNT ST MARTY'S RC HIGH SCHOOL  
(No on roll: 650; 11-18 years)  
Richmond Hill, L29 8LA Tel No 453434  
Head Teacher: Mr D. Conway BA

Graduate teacher of Physics to all levels in well equipped and expanding Department.

133422

## KINGSTON UPON THAMES

KINGSTON UPON THAMES CROSS COVENT SCHOOL

Bandol Road, New Malden, Surrey KT3 4AP  
(Tel: 01-849 4884)

Yr 11-18 years

Required for January 1985, a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## Modern Languages

## Hillsongdon LONDON BOROUGH OF HILLINGDON

BISHOPSHALT SCHOOL  
Royal Lane, Hillingdon, Middlesex UB8 3RE

(Number on roll: 911 in 6th form 163)

Headteacher: L. Bather, B.A., Ph.D.

Required for January 1985, a well-qualified person to teach to 'O' level in French. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## BERKSHIRE JOHN O'GAUNT SCHOOL

Briony Road, Hungerford, Berkshire RG8 4JH

Headmaster: Mr J. A. (1150 on roll)

Applications are invited from well-qualified persons to teach to 'O' level in French. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

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## BROMLEY LONDON BOROUGH OF BROMLEY EDUCATION DEPARTMENT

ST. JOHN RIGBY R.C. SCHOOL  
Wickham, Kent BR4 9RH

Headmaster: Mr J. A. (1150 on roll)

Applications are invited from well-qualified persons to teach to 'O' level in French. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 133422

## LEICESTERSHIRE COUNTY COUNCIL

BUSHLOW HIGH SCHOOL  
Station Road, Wigston, Leicestershire LE18 3DT

Headmaster: Mr J. A. (1150 on roll)

Applications are invited from well-qualified persons to teach to 'O' level in French. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

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## VSO

Science and Maths teachers urgently required for December 1985. Posts available in Sharncliffe, Leicestershire, and in Zimbabwe.

For further details see Overseas Section or contact the Overseas Unit, Voluntary Services Overseas, 100 Victoria Road, London SW16 5JW. 133422

## WIGAN METROPOLITAN BOROUGH OF WIGAN EDUCATION DEPARTMENT

WIGAN HIGH SCHOOL  
Wigan, Lancashire (Group 19)

Required for January 1985. The successful candidate will be a well-qualified person to teach to 'O' level in Mathematics. There are ten in a successful department. The successful candidate will be a well-motivated, enthusiastic, selective school teacher (the sixth form) in a modern building in a pleasant residential area.

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## LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated — Closing date for receipt of application is 29th October 1984.

In respect of posts in primary schools, forms are available from and should be returned to the Director of Education, Selectpost 17, Meriton House, 110 Meriton Centre, Leeds LS2 8DT.

For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Leeds is an equal opportunity employer.

Required for January 1985:

## PRIMARY SCHOOL SCALE 2 POST

MORLEY NEWLANDS JUNIOR & INFANT SCHOOL  
(No on roll: 250; 8-11 years; 4 Nursery)  
Wide Lane, Morley LS27 8PD Tel No 533231  
Head Teacher: Mr A. Calcutt

Teacher for administration and management of Nursery Unit.

## HIGH/SECONDARY SCHOOL SCALE 1 POST

MOUNT ST MARTY'S RC HIGH SCHOOL  
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Richmond Hill, L29 8LA Tel No 453434  
Head Teacher: Mr D. Conway BA

Graduate teacher of Physics to all levels in well equipped and expanding Department.

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## KINGSTON UPON THAMES

KINGSTON UPON THAMES CROSS COVENT SCHOOL

Bandol Road, New Malden, Surrey KT3 4AP  
(Tel: 01-849 4884)

Yr 11-18 years

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## Scale 1 Posts

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BISHOPSHALT SCHOOL  
Royal Lane, Hillingdon, Middlesex UB8 3RE

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Headteacher: L. Bather, B.A., Ph.D.

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Headmaster: Mr J. A. (1150 on roll)

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Applications by letter, giving full details of qualifications, experience and salary requirements, to two referees and enclosing a recent photograph, should be sent to the Headmaster by 15th November 1984. 13342















## INDEPENDENT EDUCATION continued

### Speech and Drama

### Other Assistants

**ESSEX**  
**PARK SCHOOL FOR GIRLS**  
 (Independent Grammar School with Preparatory Department) specializing in small classes. Required for January 1985. Experienced teacher with qualifications in Speech and Drama for part time position. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P. P. Lambert, R.A. (Kens.) Headmistress, Park School for Girls, 20 Park Avenue, Hildon, Essex IG1 4BB (43924).

### Other than by Subject Classification

### Other Assistants

**LONDON WC1**  
 Required urgently experienced tutor for P.T. position to teach O level English Language, A Statistics, and E.P.L.  
 For interview please telephone the Registrar or write enclosing Curriculum Vitae, Central D.C.E. Tutorial College, 3 St. Albans St., London WC1 0L (43924).

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 For interview please telephone the Registrar or write enclosing Curriculum Vitae, Central D.C.E. Tutorial College, 3 St. Albans St., London WC1 0L (43924).

## BEESTON HALL SCHOOL NORFOLK

In Membership with I.A.P.S.

## Appointment of Head

The Governors invite applicants for the post of Head to succeed Mr. R.M.B. Swindells who will retire in December 1985.

The School, which is a Charitable Trust, consists of some 140 children aged 7+ to 13+ of whom approximately 75 are boarders. There are about 40 girls, half of whom are boarders.

Candidates should be experienced, qualified teachers and married.

Further details from: The Secretary to the Governors, Beeston Hall, West Runton, Cromer, Norfolk NR27 9NQ.

Closing date for completed application forms Friday 9 November 1984.

## LEEDS GIRLS' HIGH SCHOOL (Grammar School Foundation)

## Head of Junior Department

Required for September 1985, a well qualified and experienced teacher to be responsible for running this section of the school: Burnham Salary.

Further details from the Headmistress, Leeds Girls' High School, Headingley Lane, Leeds LS6 1BN. Telephone Leeds 74400.

## LONDON LONDON SCHOOL OF JAZZ

206 Rensford Road, Forest Gate, London E7  
 Tel: 01-553 2735/01-554 1978

Highly qualified and experienced teachers required immediately.

Please contact immediately. (43055) 185624

## ESSEX

**PARK SCHOOL FOR GIRLS**  
 (Independent Grammar School with Preparatory Department) specializing in small classes. Required for January 1985. Experienced teacher with qualifications in Speech and Drama for part time position. Salary according to qualifications and experience. Please apply for details and application form to Mrs. P. P. Lambert, R.A. (Kens.) Headmistress, Park School for Girls, 20 Park Avenue, Hildon, Essex IG1 4BB (43924).

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Closing date for completed application forms Friday 9 November 1984.

## Preparatory Schools

### Headships

### LONDON/ESSEX

Applications are invited for suitably qualified graduates for the Headship of a Junior School from September 1985. Further details available from the Headmaster, Chiswell School, Essex (01-500 0000) (43636)

### Deputy Headships

### Second Masters/Mistresses

### NORTHAMPTONSHIRE

**WELLINGBOROUGH JUNIOR SCHOOL**  
 IAPS Co-educational, 260 boardings/day 8 - 13

Required for September 1985. Deputy Head of the Infant School. The post is a full-time position. Salary linked to Burgham Scale Group 5 Deputy Head.

Applicants should be experienced teachers with administrative ability and an enthusiasm for preparatory school life.

Salary linked to Burgham Scale Group 5 Deputy Head.

Applications (including curriculum vitae and the names, addresses and telephone numbers of two referees) should be sent to: The Headmaster, Wellingborough Junior School, Wellingborough, NN8 3BU, from whom further details of the post may be obtained. (43303) 300012

### LANCING COLLEGE

Senior School of the Woodstock Corporation. Applicants are invited from well qualified teachers for posts in:

### GERMAN PHYSICS

which will become vacant in September 1985. Applicants should write, with curriculum vitae and the names of two referees, to the Headmaster, Lancing College, Sussex, BN15 9AW. (43399) 185624

### SUSSEX

**LANCING COLLEGE**  
 Senior School of the Woodstock Corporation. Applicants are invited from well qualified teachers for posts in:

### GERMAN PHYSICS

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### EAST SUSSEX

**PRESTON PARK SCHOOL**  
 Seabourne, 95 children, co-educational, largely boarding. Required for September 1985. Deputy Head of the Infant School. The post is a full-time position. Salary linked to Burgham Scale Group 5 Deputy Head.

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Salary linked to Burgham Scale Group 5 Deputy Head.

### LANCING COLLEGE

Senior School of the Woodstock Corporation. Applicants are invited from well qualified teachers for posts in:

## Mathematics

### Other Assistants

### WORCESTERSHIRE

**WELLS JUNIOR SCHOOL**  
 Wells, near Malvern. Required for January 1985. Headmaster of a Junior School from September 1985. Further details available from the Headmaster, Wells Junior School, Wells, Worr. WR10 6EP. (43407)

Applicants should be experienced teachers with administrative ability and an enthusiasm for preparatory school life.

Salary linked to Burgham Scale Group 5 Deputy Head.

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### EAST SUSSEX

## SURREY

**SUTTON HIGH SCHOOL**  
 O.E.D. 5.7.7  
 55 Charn Road, Sutton, Surrey  
 Tel: 01-442 0594

Required in the Spring Term 1985, a qualified teacher to take charge of a class of 15-20 pupils. Temporary appointment initially. Salary according to experience and qualifications. (43808)

## SUSSEX

Primary subjects teacher required for January 1985. Salary according to experience and qualifications. (43808)

Applicants should be experienced teachers with administrative ability and an enthusiasm for preparatory school life.

Salary linked to Burgham Scale Group 5 Deputy Head.

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### EAST SUSSEX

## Colleges of Further Education

### Directors, Principals and Vice Principals

### CAMBRIDGESHIRE

**FURTHER EDUCATION COLLEGE**  
 (Group 1) - 1985. Applications are invited for the post of Principal. The post is a full-time position. Salary according to experience and qualifications. (43808)

Applicants should be experienced teachers with administrative ability and an enthusiasm for preparatory school life.

Salary linked to Burgham Scale Group 5 Deputy Head.

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Senior School of the Woodstock Corporation. Applicants are invited from well qualified teachers for posts in:

### GERMAN PHYSICS

which will become vacant in September 1985. Applicants should write, with curriculum vitae and the names of two referees, to the Headmaster, Lancing College, Sussex, BN15 9AW. (43399) 185624

### SUSSEX

**LANCING COLLEGE**  
 Senior School of the Woodstock Corporation. Applicants are invited from well qualified teachers for posts in:

### GERMAN PHYSICS

which will become vacant in September 1985. Applicants should write, with curriculum vitae and the names of two referees, to the Headmaster, Lancing College, Sussex, BN15 9AW. (43399) 185624

### EAST SUSSEX

## TOTTENHAM COLLEGE OF TECHNOLOGY

High Road  
 London N15 4RU  
 Telephone: 01 802 3111

### Head of Department (Grade V) BUSINESS AND ADMINISTRATIVE STUDIES

Applications are invited for the above post from suitably qualified persons. The post becomes available on 1st May 1985 on the retirement of the present holder. The Department offers a comprehensive series of courses in the secretarial, accounting







## Fellowships, Studentships and Research Awards

### CAMBRIDGESHIRE

**NEW HALL**  
Cambridge CB3 0DF  
New Hall seeks to appoint two Schoolteacher Commoners, each for one year in the academic year 1985/86. Applications are invited from teachers in any subject for the Schools of Chemistry, Physics, Biology, and Mathematics. Fellowship, and specifically for teachers of chemistry for a Salaries Company Fellowship.

### LONDON

#### THE BIOCHEMICAL SOCIETY

##### SCHOOLTEACHER FELLOWSHIPS

In order to give school-teachers an opportunity to take part in research and to update their knowledge of Biochemistry, the Society is sponsoring a number of Fellowships in the Departments of Biochemistry in the University of London and the University of Manchester. Applicants must be in current employment as a schoolteacher in the British Isles.

The awards will be for one year (three months) and will include a stipend of £2000 plus an allowance of up to £200 for travel and other expenses incurred during the tenure of the fellowship. In addition, a contribution of £200 towards the cost of research will be paid to the host department.

Applications should be sent to the Executive Secretary, The Biochemical Society, 7, Warwick Court, London WC1N 3AF. There is no special form, but in addition to personal particulars and a brief curriculum vitae, applicants should include a statement of the work they wish to do, and a letter of support from the head of their school. The closing date for receipt of applications is 15 December, and for terms in 1985, the session will be 15 May 1985 to 15 May 1986. (43595) 30000

### NEWCASTLE UPON TYNE

#### UNIVERSITY OF NEWCASTLE UPON TYNE

##### SCHOOLS FELLOWSHIP 1985-86

Applications are invited from experienced teachers for a Schools Fellowship for the academic year 1985-86. The Fellowship is available in any Department or School of the University for one or more terms. It provides the opportunity for the Fellow to undertake study or research on a topic of interest to the Fellow's school and the University.

Free board and lodging will be provided for the Fellow living beyond daily travelling distance from the University. There is no obligation on the Fellow to obtain a secondment, with salary from his/her employing authority. The Fellowship may be recommended as 'suitable' by the DES.

Further particulars and application forms (which must be returned by 1 November 1984) may be obtained from the Registrar (Fellowships), The University of Newcastle upon Tyne, NE1 7RU (43591) 30000

### SOCIALISM AT WORK

#### TAMESIDE METROPOLITAN BOROUGH

##### Education Department

##### YOUTH AND COMMUNITY WORKER

##### STALYBRIDGE: BRUSHES AND MILLBROOK

##### JNC RANGE 3 POINTS 2-6

##### £7710-£8646 P.A.

Applications are invited from qualified and experienced Youth and Community Workers to work closely with the Management Committee of the Centre.

The Management Committee will welcome and support a worker who can develop work of an educational nature, with priority being given to the needs of young people without paid work.

Application forms and further details from Chief Personnel Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DL, to be returned by 2nd November 1984.

##### TAMESIDE - AN EQUAL OPPORTUNITIES EMPLOYER

(3774)

## Adult Education

**DEVON**  
Please see displayed advertisement on Page 50, (43133) 380000

### LONDON

#### Inner London Education Authority

##### ADULT EDUCATION

##### Queens Road Centre, St. Mary's Rd. SE15

##### LECTURER IN BASIC

##### Education

##### Required as soon as possible.

##### Education with special re-

##### sponsibility for work with

##### students with disabilities.

##### The post requires a flexible

##### approach to the setting up

##### of appropriate provision and to

##### the teaching methods em-

##### ployed. A knowledge of

##### micro-computers would be an

##### advantage. All applicants who

##### feel they can fulfil the require-

##### ments of the post, regardless of speci-

##### fic qualifications should

##### apply.

##### Further details and ap-

##### plication form from the SAO

##### at the Institute (SAE ESSEN-

##### CE) Salary Scale: Band 5

##### £10,521 plus 1987 London

##### Allowance.

##### 1987 closing date 9 November

##### All posts which are Lec-

##### turer in grade 5 are consid-

##### ered suitable for job-share

##### appointments. Applications

##### for job-share appointments

##### submitted on a permanent

##### basis will be considered if

##### a registered or potential job-

##### share arrangement exists.

##### REGISTRATION NO. 15979

##### ILEA is an Equal Oppor-

##### tunity Employer.

##### (43041) 380000

### LONDON

#### Inner London Education Authority

##### ADULT EDUCATION

##### Shepperton Road, London N1

##### PAKET EDUCATION CO-ORDINATOR, LECTURER

##### GRADE 1

##### We are looking for a Co-ordi-

##### nator to supervise and de-

##### velop our programme of par-

##### ent education. The programme

##### will include a range of

##### courses, home playing, and

##### visiting schemes. The Co-ordinator

##### will also be responsible for

##### the recruitment and selection

##### of staff. The Co-ordinator will

##### be expected to play a part

##### in the development of the

##### policy of the Authority.

##### The Co-ordinator will join a

##### team of development workers

##### and will be expected to play

##### a part in the Authority's

##### policy of child development.

##### Salary scale in accordance

##### with the London Education

##### Authority (LEA) Scale 1

##### £10,521 plus 1987

##### London Allowance.

##### Details and forms return-

##### able to the Senior Adminis-

##### trator, Mr. P. J. P. at the

##### addressed (footings enclosed).

##### All posts are considered

##### suitable for job-share. Ap-

##### plications will only be

##### submitted on a permanent

##### basis. A registered or po-

##### tential job-share arrange-

##### ment must exist. REGIS-

##### TRATION NO. 15979

##### ILEA is an Equal Oppor-

##### tunity Employer.

##### (43041) 380000

## Youth and Community Service

**CHESHIRE COUNTY COUNCIL**  
**PROJECT WORKERS**  
**POSTS**  
(OUTREACH & TRAINING) £7,485 - £8,415  
(CAREERS) £8,154 - £9,112

### CHESHIRE

#### COUNTY COUNCIL

##### PROJECT WORKERS

##### POSTS

##### (OUTREACH & TRAINING)

##### £7,485 - £8,415

##### (CAREERS) £8,154 -

##### £9,112

##### Applications are invited for

##### the above 5 year posts to

##### work in the Cheshire

##### Action & Training Centre.

##### This is a 5 year

##### contract with the possibility

##### of extension. The posts

##### are for the purpose of

##### providing a variety of

##### services to young people

##### who have completed post-

##### school education and who

##### are unable to find

##### employment. The posts

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ADMINISTRATION - LEA  
continuedEAST SUSSEX  
COUNTY COUNCIL

## CAREERS SERVICE

Applications are invited from qualified and experienced officers for those about to qualify for one or more of the following posts:

**COMMUNITY CAREERS OFFICERS (Scale 4/5)**  
Based at Beacon School, Crowborough and Tisbury School, Newhaven (which are part of the T121 project) and Hestonfield School.

**CAREERS OFFICERS (Scale 4/5)**  
Based at Eastbourne, Bexhill and Hastings Careers Offices.

**SENIOR CAREERS OFFICER (Scale 6)**  
Employment and Training Team at Brighton. This post is vacant.

The vacancies arise from a major restructuring of the East Sussex Careers Service which has recently taken place.

Application forms and details from the County Education Officer (ICM), PO Box 8, Lewes, East Sussex. Closing date 28 November. (42404) 480000

Administration  
General

## COLWYN BAY

## RYDAL SCHOOL

## BURSAR

Applications are invited for the post of Bursar.

The Senior School (H.M.C.) and the Preparatory School (I.A.P.S.) together have over 500 boys and girls aged 5 - 18 years.

The person appointed will be expected to take up the post by 1st April 1985 at the latest.

Further particulars may be obtained from: Clerk to the Governors, Rydal School, Colwyn Bay, Gwynedd LL59 7BT. 500000 (08555)

County Adviser for  
Design, Craft and  
Workshop Technology

£14,864-£15,963 p.a. (H.T. Group 8)

This newly established post will be particularly suitable for teachers with imagination and initiative who can develop this important area of the curriculum. There will be opportunities to develop close links with other practical aspects of the curriculum including the creative arts and experience of this kind would be an advantage.

Application form and further details, on receipt of a stamped addressed envelope, from the Secretary for Education, Education Department, County Hall, Truro, Cornwall. Closing date 16th November 1984.

## Cornwall

Education Service  
Schools DivisionPrincipal Administrative  
Assistant (Personnel)

Grade: PO3. Salary: £12,330-£13,365

You must be able to demonstrate your ability to manage staff, resources and priorities, and form good working relationships. Preferably you will have experience in education staffing. Knowledge of personnel administration and employment legislation and practice would be an advantage.

An appreciation of the issues involved in school staffing in a multi-racial society will be especially welcome.

## Haringey

Progress with humanity

Application forms and further details available from the Chief Education Officer, Education Offices, 44-52, Station Road, Wood Green, London, N22 4TY. Telephone No: 881 3000 ext 3131, quoting reference number: EP16006. Applications returnable by 2nd November 1984.

Educational  
PsychologistsCHESHIRE  
COUNTY COUNCILEDUCATIONAL  
PSYCHOLOGIST

£10,515 - £14,253

A full time vacancy exists for a fully qualified Educational Psychologist to join the Warrington District Team of the County Psychological Service, to undertake the full range of normal psychological service duties in a range of schools and other settings. Evidence of effective experience in project work, and in-service training will be highly advantageous in applying for this post.

Informal enquiries to Malcolm Gledhill, Principal Educational Psychologist, Tel: Chester 609370.

Further particulars and application forms from the Director of Education, Cheshire County Council, County Hall, Chester, Tel: Chester 609326.

Closing date 2nd November 1984. All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, age or disability. 500000 (43585)

**CHRISTIAN EDUCATION**  
An opportunity for a suitably experienced person to produce and co-ordinate an education programme in a lively growing church. Two full-time appointments. Further details from Secretary, Seven Green Baptist Church, Castletide, Ealing, London W5. (43450) 600000

**ALTERNATIVES FOR TEACHERS**  
Full-time/part-time. Experience unnecessary. Careers in Writing & Publishing. Caring. Radio. £1.73 each, all three £4.25. Damiano House Publishing, Brixworth, Northamptonshire. Access phone 0604 881489. (42081) 600000

**Miscellaneous**

## BIRMINGHAM

EDUCATION RESOURCES  
WORKER

AFOR is a community resource agency which promotes racial justice. There is a vacancy within the Education Project for an Education Resources Worker who will develop materials for anti-racist/anti-cultural education and inform teachers and others about existing resources.

AFOR's other areas of work include interpreting and translating library publications, a black youth unemployment project and general anti-racist campaign work.

Salary from £7,191 to £7,856 per annum.

Details from: AFOR, Community Resources Agency, 173 Lonsdale Rd, Loret, Birmingham B19 1RN.

Closing date: 9th November 1984. 600000 (43155)

CALDERDALE  
METROPOLITAN BOROUGH COUNCIL

## EDUCATION DEPARTMENT

## RE-ADVERTISEMENT

SENIOR ADVISER  
(SECONDARY EDUCATION)

SOULBURY HEADTEACHER GROUP 10

(£16,824-£18,141)

To co-ordinate advisory work and stimulate educational development in Secondary Schools and, as one of three Senior Advisers, to share responsibility for the day-to-day running of the Advisory Team.

Applicants must be well qualified with broad advisory experience and have a detailed knowledge of recent curriculum and organisational development in Secondary and Further Education.

Application forms and further details available on receipt of a stamped addressed envelope from the Chief Education Officer, P.O. Box 33, Northgate House, Halifax, West Yorkshire, HX1 1UN, to whom completed applications forms should be returned by 2 November, 1984.

(5758)

ilea Inner London  
Education AuthorityINNER LONDON EDUCATIONAL  
COMPUTING CENTRE

John Ruskin Street, London SE5 0PQ

## Microcomputing Manager

Salary range: £11,097-£12,729

plus £1347 London Weighting Allowance

A vacancy exists for a Microcomputing Manager to fulfil a key role within the management team at ILEA. The Microcomputing Manager leads a programming team developing CAL packages in a wide variety of disciplines for use on RML 386 and 486 microcomputers. Other duties include assisting in the provision of a comprehensive service of evaluation, support and advice on all aspects of microcomputing hardware and software to schools and colleges in the LEA.

The successful candidate will be expected to have a proven record as a programmer and to have had experience in project management in the development of software. She/he should be fully conversant with the potential uses of microcomputer technology. A positive interest in the educational uses of microcomputers is essential.

Application forms and further details from Personnel Services Division EOI/Estab, 18 Room 366, The County Hall, London SE1 7PB, please enclose an SAE. Closing date for return of completed applications is 9/11/84.

This post is suitable for Job-Sharing.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (5728)

## DARLINGTON ARTS CENTRE

Applications are invited for the following post in this established and exciting Arts Centre.

EDUCATION  
ORGANISER

Scale 3: £8,040-£8,136 p.a.

This post requires a capable, imaginative person, probably with teaching experience to further develop a broad programme of arts courses for all ages and to establish new policies for educational use of the premises including schools' liaison and visits.

A closed shop policy applies to this post and removal allowances will be paid in appropriate cases.

Application forms and further details are available from the Head of Personnel & Management Services, Town Hall, Darlington, Co. Durham, Tel: (0228) 460651, ext. 324 to whom they should be returned by Monday, 5th November, 1984.

DARLINGTON BOROUGH COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER (5711)

## ARTS CENTRE

## CROYDON

Part time help wanted  
to talk to young people  
in school about finding  
apartments and wages.

Please ring Sandra Simpkin, National Appointments Officer, 01-684 055/2 or write to 9-15 London Road, Croydon CR0 3BE. (18080) 600000

Bedford School  
BURSAR

With the forthcoming retirement of the present holder of this appointment in July 1985, the Governors of the Harpur Trust now wish to appoint his successor.

Bedford School, founded in 1552 and situated in a 40-acre estate in the centre of Bedford has 1,100 pupils, including 370 boarders, and an academic staff of 100.

The Bursar is a key member of the School's management team and is responsible to the Head Master and Governors for the non-academic administration and management of the school with particular emphasis on general administration, finance and maintenance of the School estate.

It is a challenging role calling for someone with broad based administration, management and financial experience, gained in commerce, industry or the Services. This should be coupled with a strong but friendly personality, good communication skills, a sense of tradition and a firm commitment to the principles of Independent education.

For further particulars of this resident post, write to the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU. Telephone: Bedford 53436.

(5758)

ilea Inner London  
Education Authority

## SCHOOLS PSYCHOLOGICAL SERVICE

## Educational Psychologist

RE-ADVERTISEMENT

Salary Range £14,487 - £16,251

plus £1,347 London Weighting

An experienced educational psychologist is sought for work in one area of Inner London. The post is in a well established divisional SPS team which encompasses a range of interests and approaches but shares a joint aim of maintaining a consultative relationship with schools. An awareness of recent developments in SPS work is essential, and preference will be given to candidates who can respond to changing needs in this work in an urban area.

Suitable for job sharing.

Applicant forms and further details are available from the Personnel Services Division, (EOI/Estab 18), Room 366, The County Hall, London SE1 7PB. Please enclose an SAE. Closing date for the return of completed applications is 8/11/84.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

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## SURREY

JOB SEEKING  
CHANGING CAREER

Allow unique career guidance programme to help you into new job. Free to unemployed. No fee for others. Phone: 01-45511 000/11 hrs. (43518) 600000

## MISCELLANEOUS

NEWCASTLE  
UPON TYNECITY OF NEWCASTLE UPON  
TYNE EDUCATION COMMITTEE  
WELBEC PRIMARY  
SCHOOL

The authority is expanding its difficulties in speech and language. Two new classes are being set up in the City of Newcastle Primary School. For School ages respectively. Applications are therefore invited from suitably qualified and experienced teachers for the following posts:

**TEACHER/THERAPIST (SCALE 3 POST)**

This senior post holder will be responsible for the work of both units, the administration of therapy, co-ordination, liaison and review of the children's progress. He/she will be in regular contact with special Therapist Services, parents and the authority. Specialist officers will be primarily answerable to the Head Teacher.

Qualifications in Speech Therapy, language in disability or applied special education are highly desirable for this post. Application forms and further details are obtainable from the Director of Education, Education Department, Civic Centre, Newcastle upon Tyne, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962



